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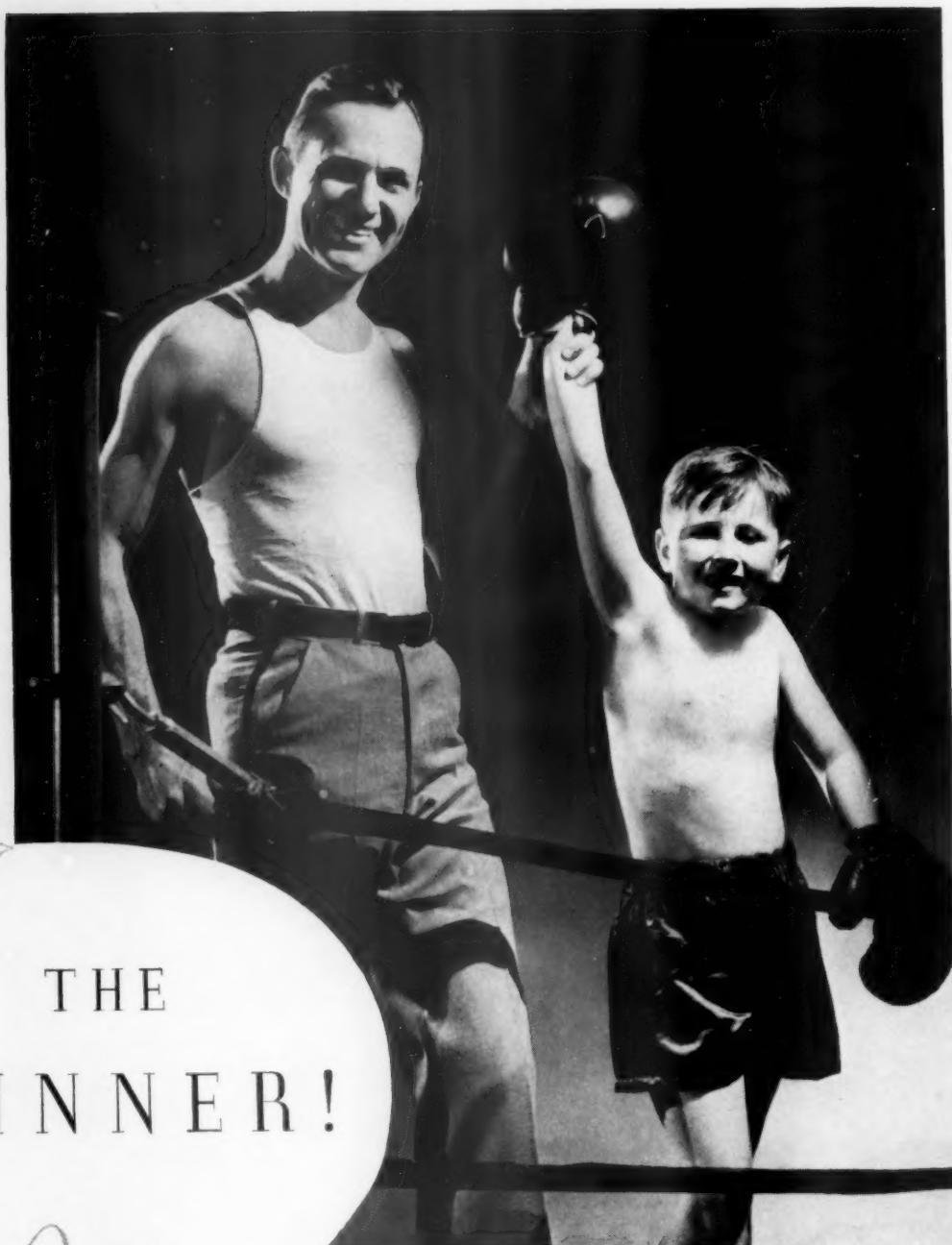
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The National PARENT-TEACHER Formerly CHILD WELFARE

Magazine

VOL. XXX

NO. 9

THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

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To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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CONCERNING CONTRIBUTORS

WE are glad to have another article from HENRY NEUMANN, particularly when it is on a subject which is bothering parents today—"Checks on Youthful Eloquence." Dr. Neumann's chief work is lecturing. He is leader of the Brooklyn Ethical Culture Society. Formerly he was instructor in education at the College of the City of New York, and he has lectured during summer sessions at the universities of Wisconsin, Utah, and California, and at Ohio State University. He is the author of *Education for Moral Growth, Modern Youth and Marriage, and Lives in the Making*.

Last year we published an article by W. W. BAUER, M. D., on "Dodging Contagious Diseases." In this issue we are happy to publish another article by this well-known doctor. "When to Immunize and Why" deals, as its title indicates, with vaccination and inoculation, when they are effective and when not. Dr. Bauer has been epidemiologist for the Milwaukee health department, lecturer in public health at Marquette University, and Commissioner of Health at Racine, Wisconsin. He is at present director of the Bureau of Health and Public Instruction of the American Medical Association, and a member of the advisory committee on the Summer Round-Up of the Children.

The principal who looks at parents, as told about in the article of similar title which appears in this issue, is HOWARD G. SPALDING who is principal of the North Plainfield High School, North Plainfield, New Jersey. Mr. Spalding holds the degree of B. S. from the University of Vermont and the M. A., in secondary education, from Teachers College, Columbia University. He is now working toward his doctorate. He has been principal at Ticonderoga High School, New York; at Balboa High School and Canal Junior College; and at Lansdowne, Pennsylvania.

We think it's as much fun to read about JOSEPHINE R.

ROBERTSON's twins as she says it is to bring them up, in "Twins Are Fun." She reports that they are her main claims to distinction and that she is known in Roselle, New Jersey, where she lives, as the mother of the twins. Mrs. Robertson attended Vassar and later graduated from the Pulitzer School of Journalism at Columbia Uni-

title—that she couldn't have helped writing it. Mrs. Root lives in Richmond, Indiana, where her husband is a member of the faculty at Earlham College. Mr. and Mrs. Root have two children—a son, who is a sophomore at Williams College, and the eight-year-old daughter of this article.



The Robertson twins,
who provide such fun

versity. Her varied writing experience has included the editing of two suburban papers and the state bulletin of the American Association of University Women and writing free lance articles and short stories.

ALSA LANDON ROOT has been writing poetry for several years, mainly for her own pleasure, though she has had many poems published. She tells us that "Absolutely Free" is the first bit of prose she has ever written, but that she felt so strongly on the subject—as you will see when you read the ar-

"One of My Mothers" comes from ANNA HANSEN HAYES. We don't have to remind you that she is an associate editor of this magazine and outgoing president of the Idaho Congress of Parents and Teachers. We are particularly happy to have a poem from her.

Young JANE LOUISE BELL is the author of "The Pleasant Land of Counterpane." The cheerfulness, pluck, and philosophy which run through her article are more of a tribute to this seventeen-year-old invalid than anything we can possibly add, beyond wishing for her recovery soon, and success for her literary future.

Our readers have enjoyed much of FRANCES WHITE'S poetry before. Then it came from Helena, Arkansas, where she lived with her husband and son and three daughters. Recently they moved back to Detroit, Michigan, where they had lived before. We know you'll enjoy "My Daughter."

MARGUERITE N. DAVIS wrote "Vacation Days—Loss or Gain?" from a full heart—and from experience. Mrs. Davis has been a leader of both adolescent and preschool study groups in her parent-teacher association in Portland, Oregon, and says that she has enjoyed every summer with her children.

This is a fitting issue for an editorial on "The Summer Round-Up of the Children." And WILLIAM DE-KLEINE, M. D., is just the person to write it. Dr. De-Kleine is on the staff of the American Red Cross and a member of the advisory committee of the Summer Round-Up.

If You Are Interested In . . .

- The Preschool Child, see pages 8, 12, 19, 24.**
- The Grade School Child, see pages 6, 8, 14, 19, 28.**
- The High School Boy and Girl, see pages 5, 6, 10, 17, 21.**
- Children of All Ages, see pages 8, 15, 20, 22, 46.**
- Home and School Material, see page 10.**
- P. T. A. Problems, see page 5, 24, 38, 39, 40, 45.**

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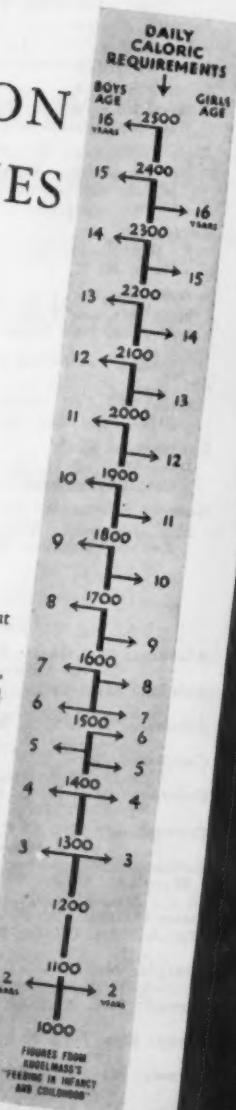
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The President's Message



The Challenge of Youth

WE are told by government officials engaged in youth cooperation that our greatest threat of calamity is in the lack of provision which we seem to be able to make for the high school graduates and those of the next older age level. They have finished their formal education and, fortunately, find themselves unable to adjust to the life of idleness which is the only thing offered to them. They are discontented, frustrated, and full of a sense of injustice. They cannot earn money for their own living; they cannot marry and set up normal homes; many of them have learned evil ways simply because nothing better is offered.

Wise parents will, first of all, make these young people feel their importance to the well-being of the family. They will enrich the family program with spiritual and social enjoyment, costing nothing, but priceless in value. They will find things which the home needs to have done and that no one can do so well as these young people full of interest and imagination.

I have known boys and girls of this age to re-paper rooms, calso-mine walls, paint woodwork and furniture, make charming slip covers where upholstery has become shabby, and to invent delightful new dishes for the table. These things can be done with little expense, but the one thing no home can afford is to lose its children through lack of interest and understanding. There is nothing so deadly as the feeling that no one needs us and this thought is now uppermost in the minds of vast numbers of these just-out-of-school young people. The home which is too well furnished and cared for will find more difficulty in finding creative tasks for the stored-up energy involved, but it will be an interesting task to prove to such boys and girls that there are as important duties connected with homes as there are in banks or brokerage houses or stores.

It is perhaps the greatest challenge of the present day to our love and our unselfishness because it takes time and thought to take up this challenge as well as inventiveness.

We cannot shunt this responsibility onto the government, the churches, or the various character building agencies. It belongs to the *home*.

President,
National Congress of Parents and Teachers.

CHECKS ON YOUTHFUL ELOQUENCE

by HENRY NEUMANN



WHY do young people take to swearing and other language shocking to their elders? Raising our hands in horror gets us nowhere. We come a little nearer to understanding them when we call them imitative and remember how much they learn from example.

Will Rogers said that he knew people "that had the same well-bred

butler all their lives, and they are just as rude as they ever were." Good examples are not enough. "None of our children ever heard such language in our home!" Evidently somehow they do not put their hearts into speaking like their well-bred parents. Why so? Most children would rather please Father and Mother than not. It is plain that they must, therefore, enjoy rowdy language. Perhaps we can get at the reasons why it so appeals. If so, we can then go ahead and see whether we can feed these likings on fare which is better.

One reason why forbidden ways of speaking attract is that they emphasize with a bang. A swearer whose foot has been stepped on calls down on the head of the offender pains which are no trifles. The bigger he can make the evil, the heartier is his relief. For the moment, that is. Few sober judgments would really wish the offender to be rewarded by all those torments here or in the eternal hereafter. The mood of imprecation is not apt to be discriminating. Now young people are notably given to extremes. When they hate, they don't do it mildly. They delight in contrasts which cut sharp. Every teacher of music knows how it takes time for them to learn to shade their accents. Control over violent language also takes years to acquire. It is barely possible that adults who

still pride themselves on their power to curse eloquently are not altogether as grown up as they imagine. Don't expect mere boys and girls to hurry their own growth.

Sometimes they prefer improper speech because it is the style in the set where they most desire to belong. They are not so very different from their elders here. They want nothing so much as to be "regular fellows." Often enough it happens that for young Tom, the final answer to a parent's "This is the thing to do" is "But Johnny and Bill and Mary do *this way*." Boys and girls want to be regular in the sense of belonging and being accepted where they really crave to be counted in. If, then, "our gang" uses improper language, or even just uncouth words, do not brand the desire of Tom to employ it as a mark of depravity. He either wants to be in good standing with his present set, or he is anxious to be accepted into a crowd where the better standard has not yet become the rule. Whatever else may be deficient in this desire to conform, it can scarcely be called wicked.

Another reason may be classed as a kind of inferiority complex. Children hear grown-ups swear without rebuke, and it then becomes the badge of a grown-up freedom; and such freedom, for all its many silly manifestations, has much to it which every normal child properly desires to attain. This may be one reason why in the broadening equality of recent years, many girls have taken over language which formerly was supposed to be only for boys. They resent being shut out from a privilege enjoyed by the other sex.

They want to be as free as their brothers. Again, this imitation may not be the profoundest wisdom; but to label it as merely wicked is absurd.

Sometimes this kind of speech is born of a desire to shock. Children brought up in the stricter kind of home may find in language with a whoop the easiest and simplest way to jar their elders and get the thrill not only of a new freedom but of observing how hard they can hit older sensibilities. So commonly does this occur among adolescents who turn out well that any branding of it as depraved is utterly wide of the mark.

Treatment of this difficulty must take into account all these many possible origins. Especially must it re-

member that there is no one simple, clear-cut, and unmistakable rule for "proper" speech. Here as elsewhere standards are much more fluid than they have ever been. Manners and morals change with time and place, like styles in dress. There has always been such change. Today the pace has been greatly speeded up. Sooner or later youngsters grow aware of this fact. They sense it in such manners as language. They discover that many exclamations were originally oaths. "My dear" or "dear me" was once the French "Mon Dieu" for "My God!" Late or early they come upon the fact that people whom they have been taught to re-



Many girls proclaim independence by unsavory language

spect do not always speak like school-teachers.

WHAT can we do about the habit? Punishment may check it for a while; but this does little more than keep the children from talking that way while we are around. When we are not there,

what may be expected to happen?

Many methods must be tried, and for much longer than a single week. There is no one prescription for every case. Individuals differ. Besides, we are dealing here with a matter of taste; and good taste of any kind is apt to be of slow growth. Consider, for instance, slang. To expect young people to drop it entirely is hopeless. It is better to help them form the taste which distinguishes among all the many kinds (from the cheap, vicious, illiterate varieties up) and to weigh the danger that, instead of enriching the growth of their vocabularies, they may be stunting it by poverty-stricken repetition.

Some slang can be defended; and on equally good grounds, it can be decidedly out of place. Slang assuredly has a kick of its own; and Carl Sandburg's defense of it will be readily applauded by the young. He calls it "language that takes off its coat, spits on its hands, and goes to work." Quite true. But young and old have to learn at some time or other where to draw the line here, just as they must learn when it is better to be serious than flippant or casual. They learn by example, by experience, by instruction, by "hunches," intuitions, or sensitivities, which are quicker in some people than in others. Children do not respond to these influences overnight; and hurrying the developing of good taste may defeat itself.

Other considerations point in the same direction. For instance, the inferiority complex, to be discussed presently, may have roots which go down very deep. Or else, since the use of such an extreme as obscenity is tied up with the impulses of sex, again we are reminded that hopes of any one specific and utterly final treatment may quite deceive us. Downright "wickedness" would seem lots easier to deal with.

Some lines of help are fairly clear. Homes which are sincerely religious will invoke the commandment against using holy names lightly. Even where the reverences of an older day are no longer observed, there can still be a decent regard for those who do observe them. Fine-grained people respect sensibilities which they themselves may not entertain. This bit of good manners should not be too hard to understand.

But all this calls for a long program and especially one which sees the many reasons why loose language attracts and which tries to cut the ground from under such appeal by offering something no less attractive. Where a child is moved chiefly by the desire to be a regular fellow, in good standing with the gang, the job be-

Swearing when hurt is temporary relief, but managing to do without the habit is no less virile



PHOTOGRAPH BY M. E. CLAYPOOLE

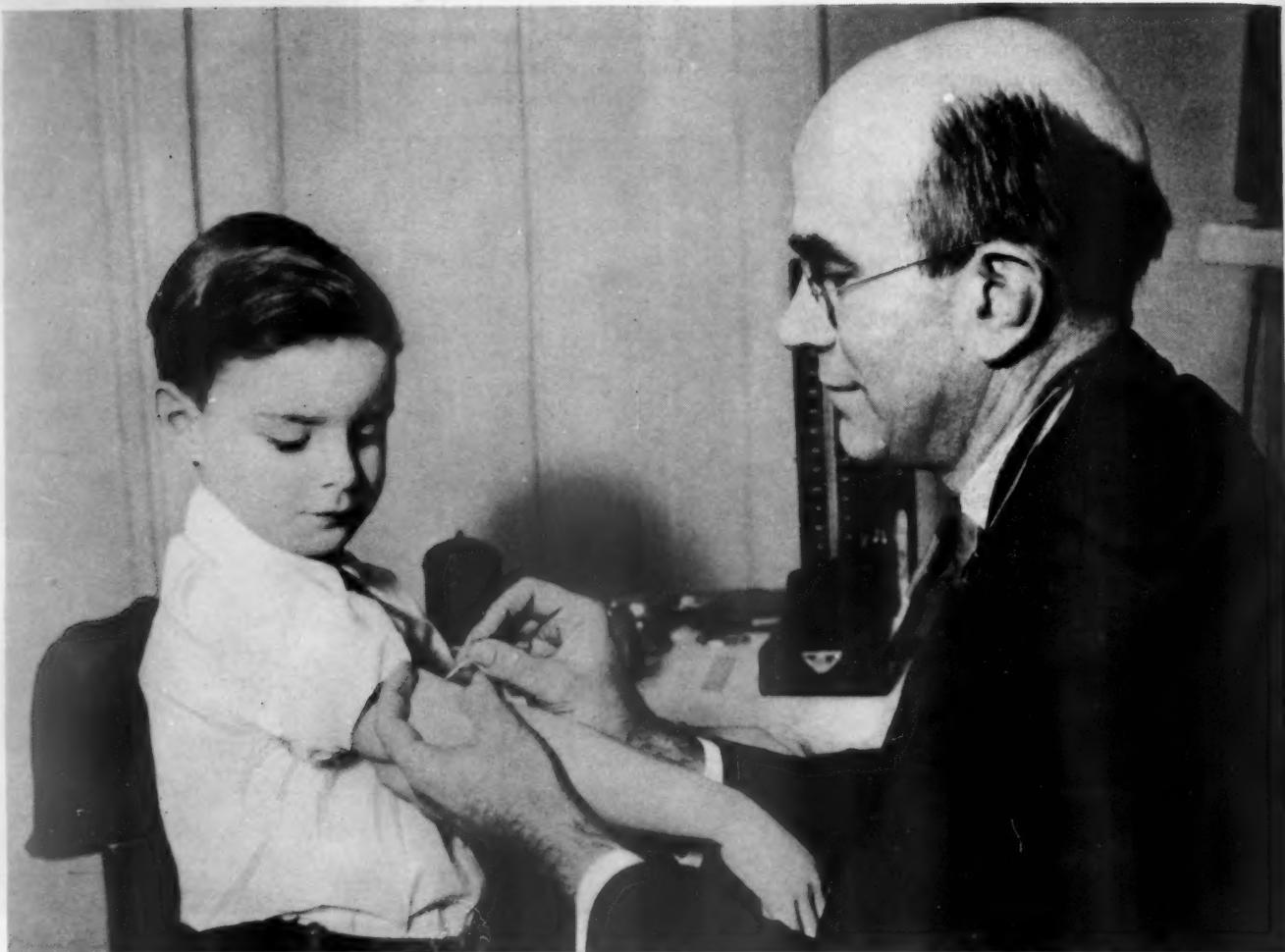
comes a question of getting the gang itself to move on to better language. Any such progress requires winning over the leaders. In every group there are persons whose "cut it out" ends the matter. How to influence these leaders may be much harder than helping the one child whose language has raised this question. But some successes have already been registered even in so difficult a problem as this. Gangs have been transformed into Boy Scouts, Woodcrafters, and the like. It is chiefly a matter of finding a leader to whom the children are genuinely drawn. If they have the false idea that swearing is the mark of something essentially strong and masculine, much the most effective way of countering this belief is to have them know and deeply admire a virile person who manages to get on without the habit. Such a person can help clear up by his words the false idea under which the youngsters labor. But by far the most powerful influence is his own living

example—provided that affection for him is there. There are many good "examples" in the world. Let it be repeated that they are not effective examples unless they are genuinely loved.



Swearing is falsely considered a sign of strength

Don't give the exhibitionist the spotlight he craves. Or the method may be an equally calm way of showing that you think him not wicked at all but just a trifle silly. The child who wants to magnify his self-importance by shocking is disconcerted to learn that instead of (Continued on page 26)



PHOTOGRAPH BY EWING GALLOWAY

... WHEN TO IMMUNIZE

by

ONE of the more modern weapons against contagious diseases is immunization. In order to understand immunization, we must first understand immunity. This word is defined in the dictionary as "exemption or freedom from" disease. It must be understood at the outset that immunity varies in different individuals for different reasons. Practically no one at any age is naturally immune to smallpox, measles, whooping cough, or rabies, to cite just a few examples. On the other hand, many persons seem to have considerable immunity toward scarlet fever, and immunity against diphtheria varies from almost nothing in young children to a considerable percentage in adults. Therefore, we must consider details of immunity separately for each disease, but there are certain general principles which govern in all instances.

Immunity has been divided, for pur-

poses of better understanding, into several classifications, but these may overlap one another. One division of immunity is into active and passive. Active immunity is developed in the body of a patient in response to external stimulation, which may consist either in having the disease and recovering, successfully resisting repeated small exposures without becoming ill, or in response to definitely planned immunizing treatment. Passive immunity is that which is given by injections of antitoxins or serums; it is not developed in the patient's own body. Another division of immunity is into permanent and temporary; these terms explain themselves.

Still another classification is into natural and artificial. Natural immunity is that which exists apparently without previous cause. Probably most immunity which appears to be natural is acquired by repeated small, un-

recognized exposures which are successfully resisted. The explanation of artificial immunity is obvious. It will be seen that any form of immunity may belong to several of the above classifications; thus, immunity acquired after recovery from a case of scarlet fever is natural, active, and usually permanent immunity.

In general, it may be said that active immunity is more likely to be permanent, and passive immunity more likely to be temporary. Permanence, however, is also relative, since after a long period of years, even a so-called permanent immunity may weaken sufficiently so that the patient may again catch the disease. This explains why a second attack of a contagious disease, while not common, is definitely known to occur. Also, overwhelming infections may overcome an immunity that would give adequate protection under ordinary conditions.

There are, as indicated above, three general ways in which immunity may be acquired. These are:

1. To have the disease and recover from it. (Risky.)
2. To have numerous small exposures without developing the disease. (Risky.)
3. To receive immunity from specific intentional treatment. (Safe.)

We are interested here primarily in the type of immunity which can be consciously procured by the administration of a stimulating agent. Such substances are known as antigens, which word taken apart means to generate against. An antigen, therefore, is a substance which causes the body to react against it, and to develop defenses against the disease for which that antigen is specific. Antigens protect against only one disease. Well-known antigens are smallpox vaccine, whooping cough vaccine, typhoid fever vaccine, diphtheria toxoid, and Pasteur's vaccine for rabies. The term antigen is merely a general term covering these various immunity-generating substances.

The following brief summaries indicate present possibilities of obtaining immunity against the more common contagious diseases.

SMALLPOX No natural immunity against small-

Every child should be vaccinated before the age of one year, again upon entering school, and again in early adolescence. Thereafter, immunity should be sufficient for life, except that re-vaccination is a wise precaution when the individual knows or suspects that he has been exposed to smallpox. Vaccination against smallpox gives artificial, active, and (when repeated) relatively permanent immunity. Vaccinations which fail to "take" do not indicate immunity, and should be repeated.

DIPHTHERIA Adults in cities are usually immune to diphtheria; children and rural dwellers are not. Immunization against diphtheria became available about 1913. It is now accomplished by the administration of diphtheria toxoid, which has displaced the former product (toxin-antitoxin) except for adults. Toxoid is a product of the growth of diphtheria bacilli, detoxified so as to be non-injurious but to retain its immunity-stimulating properties. There are several forms of toxoid. Some are given in one injection, and some in two. The physician can choose the appropriate form, and the method of administration. From three to six months after toxoid injections, a Schick test should be done to measure immunity resulting from toxoid. A few

children require additional toxoid, and these should have additional Schick tests at appropriate subsequent intervals, usually at from three to six months. The percentage of success is very high. Immunity is an active, artificial, and relatively permanent immunity.

In case of emergency, where a child has been exposed to diphtheria, and has not previously had toxoid, immediate immunity is given by the injection of one thousand to five thousand units of diphtheria antitoxin, which is used for the treatment of developed cases of diphtheria, and which is entirely different from toxoid. Such immunity is passive, artificial, and very temporary; it lasts only three weeks. A patient who has been given this temporary immunity should later have toxoid in the usual manner.

TYPHOID FEVER Little or no natural immunity to typhoid fever exists. Vaccination against typhoid fever was developed about 1898. It is accomplished by the injection of large numbers of killed typhoid bacilli suspended in a liquid medium. Three injections, a week apart, are required. The re-

sponse is virtually 100 per cent, and the immunity lasts about three years. Universal immunization against typhoid is not necessary, but those who travel and those who live in rural areas or in cities where milk and water supplies are of doubtful quality should be vaccinated. All military and naval forces of civilized nations are now vaccinated against typhoid fever. This immunity is active, artificial, and of limited duration.

SCARLET FEVER About 50 per cent of children and a larger proportion of adults are immune to scarlet fever. Immunization against scarlet fever was developed in the years subsequent to 1920. It is accomplished by five injections of Dick toxin, a product corresponding to diphtheria toxoid. Immunity is proved by the Dick test, which is analogous to the Schick test used in diphtheria. Immunity is active, artificial, and relatively temporary; the usual duration is about three years, and the percentage of success is much smaller than in diphtheria. Universal immunization against scarlet fever is not recommended; immunization during times of epidemic has been found useful.

Immunization in emergencies, when exposure has occurred, may be attempted by giving an antitoxin similar in principle to a diphtheria antitoxin but much less effective. Since approximately 50 per cent of children are immune to scarlet fever, a preliminary Dick test seems advisable before administering this antitoxin. Immunity acquired in this way is artificial, passive, and very temporary; duration does not exceed three weeks.

WHOOPING COUGH "There is no natural immunity; all are susceptible." —Rosenau. Immunization against whooping cough has been subject to considerable doubt, and is still not entirely certain. A new method introduced within the last few years involves larger doses of freshly prepared vaccine. The amount and the number of doses must be determined by the attending physician. It seems worth while to use this newer method, providing it is done at least four months before the patient is exposed; since immunity develops slowly, the method is useless in epidemics. Since whooping cough is more serious in infants, this should be done as early as possible. The immunity, if acquired, is active and artificial; its duration is not known at this time.

RABIES No one is naturally immune to rabies. Vaccination against (Continued on page 30)

and WHY

W. W. Bauer, M.D.

pox exists. Vaccination against smallpox was discovered in 1798. Before vaccination, smallpox was prevented by inoculation, which is based on a similar principle but is not the same process. Inoculation consisted of voluntarily acquiring smallpox of a mild character; its great disadvantage was that inoculated persons could spread smallpox and the acquired cases were not always mild. Vaccination is based upon the fact that cowpox, a local infection of cows, is able to prevent smallpox in human beings. The original crude transfer of cowpox from cows to human beings, and from one human to another, has been replaced by modern vaccination with carefully prepared vaccines. Human transfers are no longer done. Smallpox vaccination carries with it no more risk than any other operation involving a break in the skin. It is a sure protection against smallpox, when done in time.

A PRINCIPAL LOOKS AT PARENTS

THREE may be, somewhere in this modern world, a better place from which to observe the relationship between parents and their children than a principal's office. There may be some one who sees more of the wisdom and ignorance, the devotion and indifference, the love and cruelty of parents and their children than the head of a public school. But after several years of daily conferences with parents, after countless incidents in which the attitudes of children toward their parents have been revealed, I am quite sure that a school principal has an unequalled opportunity to study the ways of age with youth and youth with age.

My observation leads me to believe that one can never know where wise parents will be found. Wealth is no criterion. I know parents who have developed children of strong character and purposefulness in spite of wealth and in spite of poverty. Social position gives no clue. Ability and leadership seem to come from unexpected places. I would claim that education is the key to successful parenthood if I could do so, but there are too many relatively unschooled parents, who are supremely successful, to make this claim possible. I am often filled with respect and admiration for the way some ill-favored parents guide their children. I am as often dismayed by the stupidity with which some apparently intelligent parents attempt to build their sons and daughters. Of only one thing I am quite sure: only the parent who is devoted to the job of parenthood can even hope for success.

Now instead of theorizing about this business—theorizing is a fault of schoolmen—let's take a few typical cases from experience and see what we can learn from them.

There was the case of Louie. Louie had been caught forging excuses for absence from school. For several weeks he had played fast and loose with our attendance system but every time his absence had been covered by an apparently authentic note from his father. Quite by accident the atten-



One Father
Helped His
Son Find a
Worthy Code



dance secretary had detected the forgery when the boy also forged his father's name on his report card. I called his father in to discuss the situation. Sergeant Baldwin was such a regular army non-com as you would expect to find only in books—erect, square-featured, with a level gaze that never wavered. He had worked and fought his way up to a sergeantcy before the war, had won a commission in France, and had gone back to the ranks after the war rather than leave the service. I shall not soon forget the way our conference ended:

"Listen, son, we have talked this business over for twenty minutes and I haven't got under your skin yet. You know I'm for you, Louie; that your mother and I have been workin' for you and the other youngsters ever since you were born. We'll do everything we can for you, boy, on just one condition—that you play a square game.

"Do you remember the time at Riley when the Colonel called me in to take that company of roughnecks? They were tough, weren't they? They knew they were tough. Why did the Colonel send for me? Because he knew I was square. Why did I have those fellows eatin' out of my hand after the first two weeks? Because they knew I was on the level and would do just what I said I'd do. You may think there is no

connection between that and your puttin' over a slick game like this. There is. There's no place in an army family for a crook. I know you're not one now and I don't intend you shall be. You're sixteen and at that age I signed for my first hitch. You can go it alone if you have to. Now don't forget, lad, your mother and I will give you everything we've got so long as you're on the level. But when we can't trust you, when you get so wise that you deliberately deceive us, it's time for you to leave home." That "got under Louie's skin."

Now what can we learn from the Sergeant and Louie? Several things, I believe. First, that the Sergeant wanted Louie to know that he was backing him just as far as he honestly could. Young people need such support from their parents. Adults are often exasperated by the cocksureness of young people. But often these same young folks are less sure of themselves than they appear. They are like ships, awaiting the testing of the voyage, uncertain as to their seaworthiness. There are few young people who do not need the reassurance that comes from knowing that they have two parents backing them with all of the resources at their command.

Another thing we can learn from the case of Louie. There are times when a parent cannot condone the



**It Is Tragic
When a Child
Loses Faith
in His Family**



ILLUSTRATIONS BY RUTH STEED

HOWARD G. SPALDING Tells About Some Problems Not in the Textbooks Which Are Solved When Parents and School Work Together

failings of his children and hold their respect. The Sergeant took the position, and rightly, I believe, that before everything came a code of honor, in this case the code of the army as he had tried to live it. Yet often parents refuse to face the facts, and mitigate the wrongdoing of their children. "Oh, children do such things," a mother remarked last year when she learned that her daughter had told a deliberate lie. "But Mary couldn't have cheated. We know she is honest," another one once insisted when as a matter of fact there was grave danger that Mary would become a sweet-faced little crook. "What if he did? It's no worse than every one does these days," a father once remarked when it was proved that his boy had been stealing school funds.

Young people have a code, often a high one, even if they do not succeed in living up to it. They have a right to believe that the code of their parents, formed by the experience of the years, is higher than their own. To find that this is not so is disastrous.

We had a pathetic example in our school one year of the demoralization that occurs when a boy loses faith in his parents. Gerald Samson's parents went away for an extended visit to another state. Miss Aldrich, Gerald's home room teacher, knew that they had gone and that he was living with

some friends of the family. So from time to time she asked Gerald about his father and mother. As the time for their return approached Gerald became more and more excited about the event.

"Dad and Mother'll be back next Thursday," he announced joyfully one morning. "I'm going down to the station tonight to meet them," he told Miss Aldrich when Thursday came.

The next morning as he came into the room the teacher noticed a strange expression on Gerald's face. "Did they actually arrive last night, Gerald?" His face went white with pain. "Mother didn't come back. They're divorced!"

Miss Aldrich has done what she can to remedy the damage that has been done but Gerald has lost a thing that he can never recover. He has lost all confidence in his parents, and he is still bewildered. I am not concerned because his parents have lost his affection and respect. When they thought of their own selfish interests rather than his and broke up the home they forfeited all claim to both. The disgraceful part of the affair was that they deliberately tricked him into believing that all was well in their home and then acted a lie up to the last possible moment. It is tragic when a boy loses confidence in the honesty of his father and mother.

IT seems to me that the most successful parents I have known all have one thing in common. They have faith in the abilities of their children. They believe that their children have useful talents and expect that they will succeed in developing them. It is very heartening sometimes to see the respect such parents have for their children.

I had an excellent illustration of this last September when Judge Myers came to enter Emily in school. "Emily was in an excellent private school in Washington last year, a very sensible one. The girls worked hard and lived a simple life. Emily has learned to be capable and I'm sure she will do well here." As I noticed the well-balanced manner in which Emily listened to her father's opinion of her, I was sure she would succeed with us. Of course she has. Her parents expect her to. They have confidence in her and believe she will achieve.

You may have heard the story of the late Chief Justice Taft that will illustrate what I mean. When he was in a Cincinnati high school the semester reports showed that William ranked second in a class of some two hundred. His father, a leading citizen of the town, surveyed his report card quietly for a moment and then rendered his verdict: "Mediocrity will never do for you, William." The forces that motivate men's lives lie deep. I believe that if the truth were known, much of William Howard Taft's great achievement in the public service could be traced to the feeling, deeply implanted within him by a wise father, that "mediocrity would not do for William."

Yes, parents should have confidence in their children and should expect their best from them. But what crimes they sometimes commit when they expect too much! There is the case of Robert Arnold. Robert was one of those steady, hard working, dependable boys whom every one respects. He was just a normal boy of somewhat better (*Continued on page 32*)

"**H**OW do you ever manage with twins?" ask my friends. "One baby takes all my time. I can't imagine what it would be like to have two!"

To imagine what it is like to have twins, suppose we go back to that afternoon, three months before the layette was due to be unpacked. The doctor listened interminably with his stethoscope. What was wrong? What dreadful complication had developed? Finally he handed the instrument to the nurse and folded his arms.

"I think," he announced gravely, "that you will have more than one baby. I distinctly heard two heartbeats."

With no faint suspicion of such a possibility, without a twin peering down from either family tree—well, perhaps you wouldn't have slept much that night, either.

From then on the doctor's prognostication was scouted by experienced friends and relatives. "Twins! Don't believe it! Emma was supposed to have them and it just turned out to be one little thirteen-pound boy." So ran the comments, but the doctor, happily, was right. Identical twins arrived within a few minutes of each other, that warm June morning, two little boys, blond, blue-eyed, a little over five pounds each, and perfectly sound.

Because the nurse brought only one baby from the hospital nursery at a time, and they looked just alike, it was difficult to picture them as two, until the day we left for home. When she appeared at the last moment, a twin on each arm, I was appalled. The thought that I, who had scarcely touched a tiny baby before, was leaving the protection of the hospital to be solely responsible for the welfare of those two fragile creatures, sent my courage plummeting. Nor was their behavior reassuring when we actually arrived at home. Waiting on a white table in the nursery were a pink basket and a blue basket, in which we laid the babies. Quiescent until then, they looked around the sunny room, so lovingly prepared, and did not like it. For two hours, their longest cry before or after, they waved their fists and wailed in protest!

Six dozen diapers were piled in the bureau drawers, and how fast that pile dwindled! Right here, I should like to say a word of gratitude for the institution of the diaper laundry. It has been invaluable to us. Our diapers were cotton knit, which means they

TWINS

ARE FUN



Josephine R. Robertson Does Double Duty with her Young Family—with Twice as Much Humor, Common Sense, and Pleasure

were thick and slow drying. Our water is hard and, with the task of washing two to three dozen a day, probably not enough care was expended on them. They rapidly became harsh and gray. In damp weather they would not dry, and our guest room, draped with clothesline, looked like a tenement.

Handled by a commercial laundry, this problem vanished. The driver called several days a week, leaving a white enamel pail of clean diapers—soft and white once more—and taking away the used ones. Our particular baby laundry also handled pads, shirts, towels, bibs, and everything else that did not require ironing. The cost was less than the wages of a helper to do the wash, and even if the mother did it herself, the saving above the cost of soap, gas, and water would be only a few cents.

For a time it seemed as though there

were nothing but bottles in the world. Fourteen bottles to be prepared every morning—and it takes time to give, as well as prepare, fourteen bottles, even with the consumers as hungry as these. For their feedings they lay side by side on an eighteen-inch pad (with several inches to spare) one towel stretched below two chins. Holding one bottle in each hand it was easy to feed them at one time, but not so simple to pick up two babies and pat their backs simultaneously at the end of the meal. Later I found that turning them on their stomachs worked as well as lifting them, and was much easier.

And now I must confess that the first few weeks were more than a little dizzy. Ten p.m. Feed two babies, pat the wind up, change. Before the last desultory wall dies, it is eleven. Hope they forget about the night feeding. Two-thirty, a hungry cry. Tiptoe in,



PHOTOGRAPH BY DORIS DAY

trying not to rouse Brother. Give one bottle, pat baby, change, listen to final remarks, and just as he dozes Brother lifts his voice. Repeat process. Change first baby again. More than an hour gone, and almost immediately it is time for the six o'clock bottle and the beginning of another day.

Fortunately the twins conceded the night feeding at two months, and after that never cried at night; but even so, the time between eleven and quarter to six was all too short. At four months the ten o'clock bottle was omitted without protest, and perhaps only a new mother can appreciate the luxury of going to bed with a free mind at eight p.m.

The nursery was a long way from the kitchen and to make the night and early morning feedings easier we put ice in the bottom of an ordinary motor jug, which accommodated several nursing bottles. With an inexpen-

sive hot plate and a pan of water this saved many steps.

AFTER the end of three months the work became much easier and the early difficulties were forgotten in the fun of watching the twin personalities develop. The babies had smiled their first real smile on the same day, at two months. Two weeks later, lying on a sunny blanket, they watched each other and on each face a wavy, crooked smile acknowledged the acceptable presence of the other. After that they often smiled at each other, showing great approval until those days together in pen or crib when they were first able to wriggle about. With infantile thoroughness they poked fingers into each other's eyes, ears, and noses and pulled hair brutally. The frequent cries of pain were alarming, but this phase lasted a scant two weeks. The research concluded, they

just stopped bothering each other.

Today their relationship is delightfully friendly. They seldom quarrel over the possession of toys. Rather, they trade one object for another, and if something is snatched away there is no protest. It will soon be returned. They have no idea of retaliation. If one hits the other on the head with a block, or starts pulling hair, the victim experiments on his own head with another block, or pulls his own hair. There is no jealousy. If one is picked up and tumbled around by a nursery visitor the other watches, beaming, knowing his turn will come. Communism is the rule. Give each a piece of toast, and after one bite they trade. After the next they trade again, and so on down to the minutest crumb. There is only one main cause of dissension, and that is when one gets in the other's way. When they try to squeeze (*Continued on page 29*)

• THE ROBINSON FAMILY •



AS usual, I spent last Saturday afternoon with the Robinsons. For May, it was a hot, lazy day. Nancy and Molly were playing a game of croquet. Tommie was amusing himself in the sandpile, and Mr. and Mrs. Robinson and I were taking it easy on the back veranda.

From where we sat we could watch the progress of the croquet. It was obvious from the first that Nancy had no chance against Molly. Time after time she would succeed in getting her ball into position in front of the hoop, only to have it sent flying into a distant flower bed by Molly's ball. It was certainly hard to bear, and I could see Nancy getting more and more disconcerted with each disappointment. I thought she might cry, but was not prepared for what actually happened. Molly was at one end of the lawn and Nancy at the other. Nancy hit her ball so that it went half way through a hoop, and while Molly was preparing to make a stroke Nancy ran up to her own ball and, glancing behind her to see if Molly was looking, kicked it gently so that it rolled clear.

"I'm through the hoop!" she cried. "Wait, Molly, I've got another turn." And she sent her ball spinning down the lawn.

It was all over in a flash. I glanced at Mr. and Mrs. Robinson to see if they had noticed. They had. Mr. Robinson was frowning and Mrs. Robinson was half way out of her chair and the look in her eyes boded ill for Nancy.

"Now, wait a minute, please," I said, putting a restraining hand on her arm. "What are you going to do?"

Is Nancy Dishonest?

by
S. J. Crumbine, M.D.

"Do!" exclaimed Mrs. Robinson, "why, punish Nancy, of course. Didn't you see her deliberately cheat?"

"I saw her," I replied, "but how are you going to punish her?"

"Stop the game and tell Nancy she can't play unless she plays fair. The idea of her doing such a thing!"

"Stop the game by all means," I agreed, "but I wouldn't punish Nancy this time—especially while you are angry with her."

At this point Mr. Robinson broke in. "It's time they both got ready for supper anyway," he said, and called to the girls to put away their mallets and wash their hands. While they did so, we waited for them on the porch.

Mrs. Robinson had not liked my checking her, I'm afraid, and she sat rather silent, but Mr. Robinson took up cudgels for her. "We've got to squash this cheating idea at the start, Doctor," he said.

"I think so, too," I replied, "but the best way to do it is to remove the cause."

"How?" asked Mrs. Robinson.

"Well, it's like this," I went on; "there's almost seven years difference between Molly and Nancy, and in a game of skill like croquet Nancy can't

hope to compete with her older sister on equal terms. Any child likes to win some of the time."

"Shall we stop the croquet?" suggested Mr. Robinson.

"Not if they both enjoy it," I said, "but it would be better if Molly gave Nancy a sizeable handicap. You could explain that that was done in most games in order to even things up and give everyone a fair chance."

"Then you recommend ignoring this incident completely, Doctor?" asked Mr. Robinson.

"No; I think Nancy ought to know that she was seen. Explain to her that you are sorry she lost control of herself and that people do not try to win by doing something underhanded. Explain the handicap idea to her as a much better method. It might be better to let Nancy concentrate on games in which she can hold her own and leave the croquet until she has acquired more physical and emotional control."

Mrs. Robinson smiled, so I knew I was forgiven. "We'll try both suggestions if the first one doesn't work," she said, and then she sighed. "But I didn't think little Nancy had it in her to be dishonest."

"Nancy is no more dishonest than any other child of her age," I replied. "You forget that honesty is something that everybody has to learn; it isn't instinctive like eating and drinking. Nancy will be all right, never fear."

Next Month:
**TOMMIE TRIES TO CAUSE
A SENSATION**



PHOTOGRAPH BY M. E. CLAYPOOLE

by

Alsa Landon Root

A-B-S-O-L-U-T-E-L-Y

Free

I DO not know how Kant began his *Critique of Pure Reason*, but my *Critique of the Radio* began on a weekday afternoon in an American home where for six weeks my eight-year-old daughter and I have been partners in misery—she with whooping cough, I with sympathy.

Naturally, in her convalescence, she intensified her interest in the radio; and she was home all day to hear it. She has a critical mind (for an eight-year-old) and has usually listened to the finest programs with a real—and justified—delight. She has scanned the radio news for concerts, musical programs, and the best of entertainment for children. Singing Lady time has long been awaited with eagerness—that charming voice across the air, the songs, the delightful stories. The School of the Air has long instructed and entertained her youthful hours.

But now that she was shut in, she had more leisure to listen; and since a little girl gets weary of enforced leisure, she was less critical and selective of what she heard. At first I, busy about the house, did not notice that music less often sounded its "native wood notes wild" than discordant voices came clamoring out of the air. But one day my little music-lover called breathlessly: "Mother—do please call the grocery right away, and order a box of *Presto X*! If you do it right now, before they are all gone, I'll get a lovely cup 'absolutely

free.' It will make me so happy to have one. Hurry!" Anything to pacify a sick child! So I immediately ordered the box of flour—at a price that included the cup ("absolutely free"). I didn't mind; I knew the excellent qualities of the flour. And if that had been all of those expensive "absolutely free" enticements—but it wasn't. Indeed, I began to think that the land of the free (as the song says) had really become the land of the "absolutely free."

I had never heard these programs—at least in all their amazing blatancy—before. I hadn't had time to listen; or, since they had no appeal to me, I had turned them off if by chance I had tuned in on them. But now, having ears, I heard; I decided, indeed, that I had better take the time to listen and see just what they were. And I was soon aghast at the perils of the air—for there were petty quarrels between lovers, or young married couples; there were triangle affairs, intrigues, robberies, much shooting. We lived through at least three horrible automobile crashes in that single afternoon—and one of them, at least, on what was ostensibly a children's

program. Sometimes there would be a child beaten, or frightened, or hurt, or fallen through the ice; bystanders would moan in a way that would deflate your spine; a child would keep up a horrible, realistic, torturing sobbing or shrieking until you nearly went crazy with desire to do something and your nerves were full of frustrated impulses to spasmodic action. And worse, perhaps, in a different way, was a certain program in which a child did about everything that a child shouldn't. He refused to take his medicine, necessary because he was ill; he kicked; he screamed till his parents compromised on something more pleasing—and commercially profitable. Nice doctrine (I thought) for a sick child!

Then there was the All-American Boy, full of loud, fast talking, no care for courtesy, and yelling—eternal yelling, frenzied yelling—and nerve-corroding moments of excitement that always left you perched upon a precipice till the next day. This left me limp. What was its effect on the nerves of a child? Yet harsh prohibition, or even kindly censorship, was really very difficult. Was it not, the child

would say, a child's program? And it seemed that from two o'clock till after dinner, there was one such program after another, every fifteen minutes, filling the air with wretchedness. Before each program, and after each, there were announcements. Now of course I knew that the different soaps and soap powders, the shortenings and coffees and lotions, the Flossy White Tooth Pastes and Mumbo-Jumbo suspenders are the commercial basis for many of our finest programs. But I did object to the exploiting of children. And I did object to the heartbreaking, tantalizing lure of "contests."

I found my little daughter listening, day after day, to all the marvelous plans for prizes to be given away "absolutely free." One of the finest automobiles on the market was being "given away" by one firm, together with "generous cash prizes" (to every one who did not win the automobile—if any one should fail to win it; according to the suggestion, if not the statement, everybody was supposed to win something). All you had to do was to write a limerick—the youngest child was eligible—send it in (with an outside wrapper from a ninety-cent tube of Flossy White), and the car was yours—or somebody else's. At least, that is what I thought the announcer said—what he made me think he said—after I had listened to his "flowery" assurances. Truly Flossy White was a "soft-soap" toothpaste!

But, to return to children, another firm was giving as a prize a sidewalk bike that would bring joy to any little girl's heart. It was the finest thing on tires. It had all the latest gadgets and was guaranteed to make the child who won it the envy of all the children on his street—of all the children for blocks around.

The world was full of a number of firms that were just giving away cash—thousands of dollars—just giving it away. Why mention more? And in every case, you didn't have to send a single penny; all you had to do was to go to your grocer, or your druggist, or your butcher, your baker, your candlestick-maker, and buy a little fifty-cent tube of this or a seventy-five-cent box of that, write your name plainly on the wrapper (or its "facsimile"), send it to the station to which you were listening, and without doubt the prize would be yours. Or perhaps you did have to write a so-many-word letter, telling just why you were so partial to their product, or a list of words, or some little exerciser or appetizer like that, but even a child could do it in his sleep—you couldn't fail possibly! And after such announcements, there was the eager

"Can't we try it, Mother? He says we can't fail." And if she longed for a sidewalk bike, "absolutely free," how could I blame her when my tough and disillusioned mind found itself wistfully spending all that money from those "generous cash prizes"? What couldn't we do with all that

opportunity. The first prize was a cash sum as large as our yearly salary. We had planned to spend a year in Mexico when we received it. It all sounded so easy—we bought a tube of something—for a price I forget, but the taste of which I cannot forget, for we all disliked it heartily—made out a list of words (from the name on the box) a mile long, wrote our name and address plainly, and sent it off. Then we lay back, panting, and waited. We were sure that we should win—for we knew that we had used every possible word in English or American that could be made. Each of us (in secret, of course) made marvelous plans for spending the money. But a young girl in the southern part of the state won; she concocted twenty more words than we could strain or worry out of the name. One day, however, our "valuable present" did come—a little tin whistle, the kind one gets five for a nickel at any ten cent store.

I remember how very disappointed the children were and how something nearly akin to bitterness mingled with grim humor in my parental consciousness. I can still hear the indignant wail of our little daughter (then only six) when she discovered that it wouldn't even blow. My sixteen-year-old son, whose idea it was that we should take advantage of this "chance of a lifetime," was more than indignant, declaring that it was really unfair to us and to all the thousands who had bought their product to put us off with a penny whistle after weeks of glowing promises. It wouldn't really blow, and yet we had to pay the piper—to the tune of a forgotten prize and a child's disillusionment.

I AM thankful that mine is not a spoiled child but one amenable to reason, one who will listen to explanations. But it does seem to me cruel for a child to listen day after day to all these lovely lies about things that can be had for "nothing." I began to feel, as I had to refuse to let her try, like a wicked ogre standing squarely in her gate to fairyland. I have said that she was amenable to reason, but even so it wasn't an easy matter, by any means, to counteract the effect of all those tempting promises, though I did finally succeed in impressing upon her the futility of expecting to win something for nothing; and that only the things one had to work for were really worth having, after all.

I had been very much disturbed when I discovered the nature of the programs in which she was becoming so interested. I knew it must be an outlet for her to leave the four walls where for so (*Continued on page 35*)

ONE OF MY MOTHERS

by Anna Hansen Hayes

*Mother Nature took me with her through the garden, one spring day.
Who is Nature, you say?
Ah, she's a gracious mother, who takes me by the hand
And leads me through the garden, that I may understand
A bluebell and a violet,
A thistle and a rose,
For she knows the hidden mystery of everything that grows.*

*She calls me in the morning when the dew is on the grass,
Tossing jewels, as I pass,
To the gaily dancing sunbeams who must bring the gift of light
To a sleepy world, still yearning for the dimness of the night;
They must open up the blossoms,
And paint the cherries red,
And gather all the dew drops while the world is still in bed.*

*Then, the tiny, teasing breezes must be called in from their play;
They have work to do today.
All the leaves must be kept stirring and the corn must exercise
And the secrets must be whispered to keep the robins wise;
Mother Nature holds all lone
And all wisdom. Is that odd?
Not if you will just remember,
Mother Nature lives with God.*

money? She even dreamed, a night or two, about that sidewalk bike. By day, she saw herself riding up and down the street, the envy of all her little friends. It did amuse her, perhaps, but at the cost of truth, of simplicity, of content. How often she said, "Won't you have Daddy get a box of Blank's Super Cereal—it would be so grand to win a lovely prize while I am ill, and if I don't get the first prize, there are others—'A valuable present for every one who sends in a wrapper.'"

But alas! I sadly recalled the last time our family had decided to take advantage of so magnificent an op-

THE PLEASANT LAND OF COUNTERPANE

by Jane Louise Bell

WITH the aid of modern psychology and numerous articles on keeping the convalescent child happy, the average mother finds this task comparatively easy if the child is still of grammar school age or in his early teens. The problem becomes a bit more complicated, however, with a high school student or a restless, self-important graduate.

During my seventeen years it has been my lot to spend a considerable portion of my time in bed, both at home and in hospitals. Until quite recently I have enjoyed the companionship of two dearly beloved grandparents and still have one adored grandmother, besides a rather wonderful assortment of friends and relatives who have shown their affection for me by their loyalty and thoughtfulness.

Mother has always spent a great deal of her time making my surround-

earnestly desiring to do all in their power for their adolescent daughters but at a loss where to begin or how to proceed, once started. For the benefit of such mothers here are a few simple, inexpensive little ideas—things which have made my sickroom always a room of lovely harmonious colors with a restful atmosphere and a quiet sense of peace, and my tray forever a joy to both sight and palate!

Every mother knows what an important part a cheerful environment plays in regulating the mental attitude of a sick girl or boy. Is it to be wondered, then, that I love my present sickroom just as I have loved other

them from my bed. Mother also conceived the idea of letting me fringe my own dresser and bedside table covers. Plain linen card-table covers that had been discarded were first cut to fit the dresser and table tops; then, after they were dyed a lovely lavender, I fringed them; and now they are my pride and joy! (Lavender and yellow is my favorite color scheme.) The midget radio—transferred from the living room—rests on my bedside table; for my birthday my aunt gave me yellow marquisette curtains, with tie-backs and valance of the same warm color. A friend sent me four yarn curtain pulls—a lavender lady and gentleman



Jane Louise watches Dawn and Night on the window-sill, and the doctor allows Brownie to share her tray

ings cheerful, and brightening my trays with unexpected little "treats." In fact, she has almost managed to convince me that being sick is a lark, for she always treats it so herself, in spite of the fact that we have a maidless home run on limited means. Mother still contrives to make home the most desirable place in which to be. Other mothers may be in somewhat similar financial circumstances,

sickrooms three thousand miles away? My present room is an average-sized bedroom with cream-ivory furniture which I had the fun of watching my father and brother paint. There are four low-silled "disappearing" windows under two of which my bed is placed while the other two are at the foot of the bed. It was Mother's suggestion that the men paint the furniture in the patio where I could watch

with yellow hats and a lady and gentleman of yellow with lavender hats. Any girl who is clever with her fingers could easily make these, using her own color scheme; or she could make them as a gift for some friend's room. This would be something to pass the time, besides giving her a chance to help decorate her own room. She could also make luncheon sets for birthday or Christmas presents, fringing or hemming them.

Simply because a girl is confined to bed for a matter of weeks or even months is no excuse for either mental or physical idleness. Limited it may be, of necessity, but nevertheless if the hands and mind are kept busy there

will be no room for the unwelcome demon of self-pity. And there is such an inexhaustible supply of things which older girls can do! Being in bed will, of course, eliminate the job of keeping her own hosiery, lingerie, and dresses in good shape, for it is likely that they will stay so until utilized once more, but there is always the family darning—a lift on that would help a busy mother immeasurably, if her daughter is so inclined. If daughter is willing but unskilled, what grandmother would not be more than delighted to teach her the fundamentals of this homely art? Darning is but one of the many occupations with which a girl can fill idle hours. In knitting, also, most grandmothers can be relied upon to give freely of their knowledge gained through years of experience. And what a cheery thing the bed is with balls of brightly-colored wool scattered over the counterpane! Knit things are very much in style now. If sweater suits are too difficult for the beginner, how about scarfs in colors suited to different friends' tastes? Cross-stitched hand and finger-tip towels, kitchen towels embroidered with a cup and saucer, the word *kitchen*, or just plain initials are always useful, acceptable, and practical Christmas gifts, as are also kitchen towels for an aunt, with her first name written on them and embroidered. Dresser scarfs with a design stamped on them may always be found at reasonable prices—just the thing for the girl who loves embroidery. I could go on indefinitely with suggestions along this line, but these should prove a starter.

Autograph collecting is a perfectly fascinating hobby, I have found. Over a period of years, I have made a really creditable collection of famous signatures. These include autographs of statesmen, governors, senators, men of science, welfare workers, authors, poets, men in the religious field, singers, and even that of Helen Keller! Once you get your daughter interested, you will find her eagerly awaiting the postman's visit and looking for a creased envelope, addressed to her in her own handwriting. (It is best, I have found, to be brief and to the point in asking for autographs. Simply state politely that you are writing for the person's autograph and would appreciate it if he would mail it back to you in the enclosed self-addressed, stamped envelope.) The two important *don'ts* to remember are (1) *don't forget to write your name and address clearly* and (2) *don't forget to stamp your return envelope!* Watch out for rubber stamps of names; sometimes they are sent!

"Puzzle Pegs," "Imps," and cross-

words often help to while away time; and the latter help to increase one's vocabulary. Letter-writing also can be fun, especially if one has regular correspondents.

Besides general scrapbooks, if one has been in bed for quite a long time, one will generally find that a scrapbook of cards sent to the invalid will be something to cherish forever. Be sure, however, in purchasing such a book for your daughter, to secure a loose-leaf one, thus allowing for "refills" if more cards accumulate later.

THE girl who is naturally an omnivorous reader will perhaps be least worried by being kept in bed, for she can always have the best of companionship in books! And with them, as any girl knows, she can travel to far lands; discover who stole Aunt Sophia's jewels in a "corking" mystery; read the lives of those great masters

would suggest a small notebook. If they come to a quotation or passage which particularly pleases them, it can be jotted down for future reference.

If your temporarily-confined daughter is inclined to be rather slow in her school work, there is no better time than now in which to master a subject, or subjects. Languages can be easily *studied* if not learned at home, with the same textbooks that are used in school. Brothers can often be prevailed upon to listen to a recital of vocabularies—and aside from the grammar foundation, words are really what make any language. If grammar is your daughter's weak point, there are some simple pads dealing with nothing but grammar; these may be obtained for a nominal sum and are invaluable as they can easily be studied alone.

The girl who is good in composition can fill much time trying out her literary powers. If the mother sees that she really has a good literary style, she should encourage her to write simple articles on whatever subject or subjects she feels most sure of being able to treat competently. Daughter may even, if finances permit, and she is so inclined, try one of several very good courses in writing. Often friends or relatives are unable to offer absolutely unbiased criticism; if such is the case the embryo author will receive strictly impersonal and often brutally frank criticism of her "lessons" from the instructor of the course.

If Grandmother has an old-fashioned candelabrum, and daughter a sunny bedroom, one or two prisms from the candelabrum, hung in the bedroom window, will, if it is an east room, make it dance with rainbows in the morning. If the room faces west the "lightbirds" will perhaps not be so strong, for the light will be waning when the sun reaches the room, but there will still be some. These "lightbirds," while they brighten the room considerably, may not have as much appeal for the older girls as for the younger.

AS to the trays, I wonder if many mothers realize what a difference there can be in them! For instance, a lunch tray may be very nourishing—the fruits and vegetables on it may even make it quite colorful—but picture your daughter's face when on biting into a bread and butter sandwich she bites into *peanut butter* instead of just plain butter! A graham cracker sandwich may prove to have marmalade or jam between it. Such little things—but what a difference they make to one compelled to eat three meals a day from a tray. It's fun sometimes to find a straw in (*Continued on page 34*)

My Daughter

by Frances White

She is proud as wild things are,
Quick, and much more fearless;
Curb and bridle, let her be,
Days, leave her tearless.

I would keep her whimsical,
Life a jest to her;
Let her laugh—she has but seen
Her fifteenth summer.

Let her feel the world is hers—
Peaks and wild wings waiting.
Sorrow, let no shadow fall,
Wisdom, cease your prating.

"whose music is the gladness of the world"; and explore the realms of poetry and science.

It is great fun, I have discovered, to make my own bookmarks. I secure a small picture of my favorite author, a square of lightweight cardboard, slightly larger than the picture, and a length of brightly-colored ribbon sufficient to extend beyond the edges of the cardboard. I lay the ribbon on this, place the picture exactly in the center of the cardboard and over the ribbon, make it secure at the corners with a bit of paste, and presto! I have my bookmark. As a rule, I try to have a bookmark for each book by a different author, whose pictures are easily procured from book reviews and publishers' catalogues. For those feminine bookworms with faulty memories, I

TWO very different viewpoints were expressed in letters received this month in answer to the question: *Jordan, aged two and one-half, is five years younger than his youngest brother. The elder children adore him and spend much time with him. He does not want them to do anything without him. When his brothers are playing dominoes he upsets the board or pulls all the dominoes off the table.*

Let us first take up the causes suggested in these letters. A Colorado mother writes: "I think it is human nature to spoil the baby." Does that mean that Jordan and all other "youngest children" must be allowed to form these habits just because they happen to be the babies in their families? Is it inevitable that Jordan must be spoiled? That he must be the victim of the "human nature" of older people?

Other mothers think not. "Jordan has been very much spoiled by his older brothers but this need not have been so." "Even though he has been spoiled it is not too late to do something about it." "He should not be given so much attention." These are some of their comments. The consensus of their opinion is: because they think he is "cute," Jordan's brothers have spent so much time with him he has learned to depend upon them and has not learned to play alone. He cannot understand being left when they play without him and to get the attention to which he is accustomed, he interferes with their game.

"I have seen similar cases of this," another letter states, "but the problem was evaded instead of being solved. The older boys simply quit the game rather than try to play under such conditions." But was that fair to the older boys? And what a poor recompense for the long hours they have spent in playing with him! By stopping the game the older boys were not only rewarding their brother for having misbehaved but they were the ones being punished for his misdemeanors.

Of the viewpoints as to the procedure, two favor punishment for Jordan. A Virginia mother says: "His mother should deal firmly with him by telling him to leave the dominoes on the table



PATCHETTE BY HELEN PALMER THURLOW

IN OUR NEIGHBORHOOD

An Exchange of Experiences

Conducted by ALICE SOWERS

or to pick them up from the floor where he has thrown them. She could then try removing him from the group. As a next resort I would punish him. Probably a slap on the wrist would be sufficient." A Colorado mother suggests "slapping his hands." But what about the times when Mother is not present? Are the children to administer the slapping then? Is he to be slapped each time he interferes with

RUBY HURTS PEOPLE'S FEELINGS

Ruby, aged eight, is distressingly frank to people. As a very young child she would walk up to people and say, "You are ugly." She still tells people things which hurt their feelings. When her parents remonstrate she says, "Don't you want me to be truthful?"

Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood and write us of any similar cases you have observed and what was done about it? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C. before May 10th. The answers will be printed in the July issue.

their games? I wonder if Jordan might not be a bit confused when his brothers play with him one day and tolerate or even laugh at his antics, and then decide he is a bother and slap him the next day for the same thing they laughed at before. Has his slapping helped him to learn to respect the rights of others or has it made him even more aware of the inconsistencies of those around him?

During a discussion of punishment, a study group leader asked her group one day: "Why do you punish your children? What does a spanking do for your children?" And one mother replied, "Well, I do not know that it does anything for the children, but it certainly helps me." Too often punishment does more for the person administering it than for the child being punished. Thus the question is, what will this slapping do for Jordan? And to him?

Other letters suggest more positive parental guidance which is based on the belief that keeping Jordan occupied with wholesome activities is better than merely preventing undesirable behavior. A Tennessee mother writes: "His attention should be distracted from what the older ones are doing. He should have some play by himself. Give him a nook of his own."

"Remove him to another room to play alone if he cannot behave when he is in the room with them" is suggested in several letters.

I have saved until last the letter from Georgia which was written by an aunt of the little girl in question. She says: "We had a somewhat similar problem in my brother's family with whom I live. His little girl was four years younger than her older brother. We saw the problem—not at once, of course, but gradually. We came to the conclusion that the habit had been a long time in growing and we could not expect her to change suddenly. We agreed to be patient but firm and consistent. We gave her an old deck of cards to play with when we were playing; we let her play with the checkers when they were jumped off the board; we gave her some extra dominoes for her own. During the day we helped her gradually to learn to play by herself, too."

VACATION DAYS

by Marguerite Norris Davis

LOSS OR GAIN?

ARE these coming months, when our children are home for summer vacation, to be marked with annoyance, unpleasant friction, disrupted households, and sometimes downright unhappiness? Or are they going to be a period of rest, constructive work and play, leaving pleasant memories for parents and children?

Having listened to discontented complaints from so many mothers and those of the younger generation, I cannot but wonder if a bit of thinking and planning beforehand might not eliminate the reasons for those sighs of relief when school days again approach. At the close of vacation shall we be left with happy recollections of recreations enjoyed with our children? Or shall we be grateful that these weeks have finally dragged their weary way to an ending and the "kids who have bored, pestered, and inconvenienced every member of the family, including themselves" are now out of the way?

In our neighborhood are two women whom we shall call Mrs. Black and Mrs. White. The former annually breathes a sigh of relief when September comes and she can once more shift the burden of her children's training, education, and amusement onto the overworked school-teacher. Mrs. White, on the other hand, feels that the summer months bring her a richer understanding of her boys and girls—while they rediscover what a splendid friend they have in her. This mother remarks, "The time for family fun is limited during the school year, but there are weeks of intriguing possibilities during the summer vacation."

Let us look into some of the ways in which this wise mother and some of her equally far-seeing friends plan for the coming vacation.

First, there is an understanding that this vacation belongs to mother, as well as to child. Experience has proved that for the first few days, freed from the routine of school hours and duties, it is a real joy for the children to relax and do about as they please. For just about that length of time, this keeps them occupied and happy—and the

mother's life is not interrupted in any great measure.

About the second week, when the leisure time begins to be less appreciated, a definite schedule—much modified from that carried on during school months—is to be inaugurated and adhered to, except for the occasional day trips. The rising hour is to be later than during school days, but by eight o'clock the day's program will be under way. Depending upon the number of children, of course, this varies a good deal, but simple duties are assigned each child and it is understood that the performance of them is to be his or her share in making a vacation for *every one*.

Even the smaller children soon see that helping Mother leaves her more time to be fresh and ready for whatever project or fun the rest of the day may hold. While it is true that most of the play activity of a child need not be shared by her, it is grand for Frank to know that Mother has time and an interest for listening to the crystal set upon which he has been working for weeks. And Patty knows that Mother has the secret of making those favorite cookies that are such fun to roll out when they're *just* the right consistency.

So, on the child's part, the keeping of a regular schedule—even though it is vacation—is the first requisite to a happy summer for all concerned.

With all the lure of the out-of-doors (even if it is only in one's own back yard) one need not lack for a real interest that may be shared with the whole family. Gardening, swimming, knitting, hiking, games—Mrs. White takes her pick and carries on her own pleasure while keeping an eye on the younger generation. Is not a "system" of this sort infinitely more important than Culbertson's if it will help to keep boys and girls from being bored or harmfully mischievous?

Hobbies are constantly advocated for young and old. Parents, who seek, never fail to find one that will make a common ground of interest on which all ages may meet. There are shelves of books in our libraries, dozens of magazines, showing us how to go about

helping a child find a hobby that he (and *we*) may enjoy.

And the fun of camping out! Dad can be in on this, as well as many of our other vacation activities. (Sometimes he's just waiting to be asked.) We even camp in our own back yard when we can't get away. Of course, it is "lots more work to eat in the yard," but not when every one pitches in and helps. And, oh, how good everything tastes! And how bright the stars, as the whole family lies on blankets and sings everybody's favorites. Ask in the neighbors for this—they'll love it. Give every one a chance to choose a sentimental ballad or nonsense ditty. The youngsters greet with glee the older generation's whole-hearted joining in some such laughter-provoking song as "John Brown's Baby Had a Cold upon Its Chest," sung with appropriate gestures. I anticipate that "The Music Goes 'Round and Around" will make the leaves quiver in the White's back yard this summer!

Let's look at Mrs. White's children. They are just normal, active, mischievous boys and girls. They can think of lots of things that they want to do, and if they are perfectly legitimate desires, their mother permits them to be carried out, providing any resulting dirt or disorder is their problem, not hers. If, after thoughtful consideration, she feels that they must be refused, she does not later say "Yes." She knows that, having given in in one instance, her children will always take a chance of teasing for their own way!

"What if they do smell up the place with their chemical experiments?" she laughs. "I let them have certain afternoons on which this is permitted. I have a friend who has machinery all over the basement. Some day the boy who graduates from that workbench may be a famous inventor. Perhaps not, but at any rate he is happy now and not getting into trouble elsewhere."

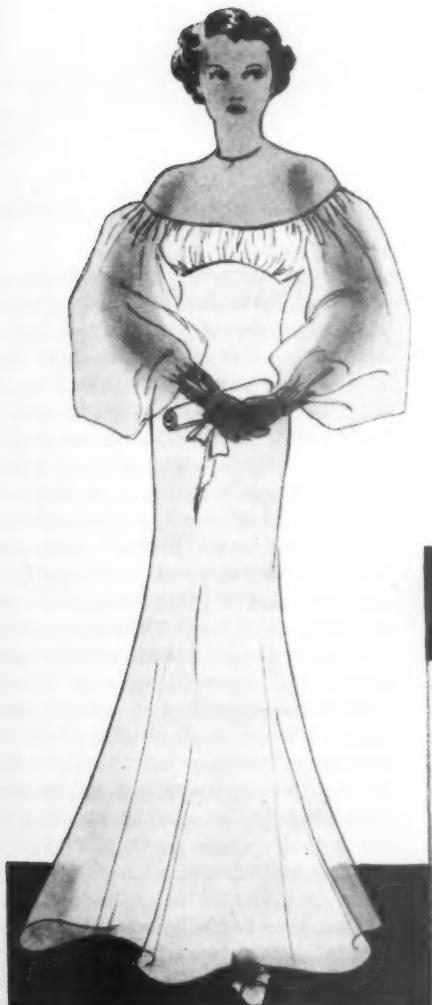
Two of Mrs. White's children have reached the adolescent age, and she and her husband get rather tired at times of the blaring radio and the weird-looking contraption that the oldest son refers to as his "car." But this is the way she feels about those things:

"We feel that it's much better to see Bill getting 'all-over' grease in our garage, than (*Continued on page 38*)

Before and After ...

GRADUATION

by Barbara Schwinn



THIS June's sweet girl graduate should wear white on the night she steps up to receive her diploma. And, if she adheres closely to fashion's dictates, she'll select it for the Class Day exercises and the senior ball, too.

Organdies, mousselines, and new lightweight wools are among the preferable fabrics.

Graduation dresses often, like wedding dresses, are useless after the great day. I have chosen three

distinctly different types to illustrate the sort that are acceptable informal afternoon or evening dresses.

For example, the graduation gown sketched here (left) is youthful and interesting enough to delight the heart of any young graduate. It is made of white mouseline de soie with white shirrings, in the bodice and sleeves, as the only trimming.

White organdy with a touch of cherry color is another charming as well as useful dress. This dress, if made at home, might be longer if desired for the commencement exercises, then cut and picoted for future use to a shorter length.

Sketched, right, is another frock with a very festive air, and it is very flattering ornamented solely by pleated ruches and a black velvet ribbon belt. The material is stiffened chiffon.

SUMMER CLOTHES for the HOUSE

by Florence B. Terhune

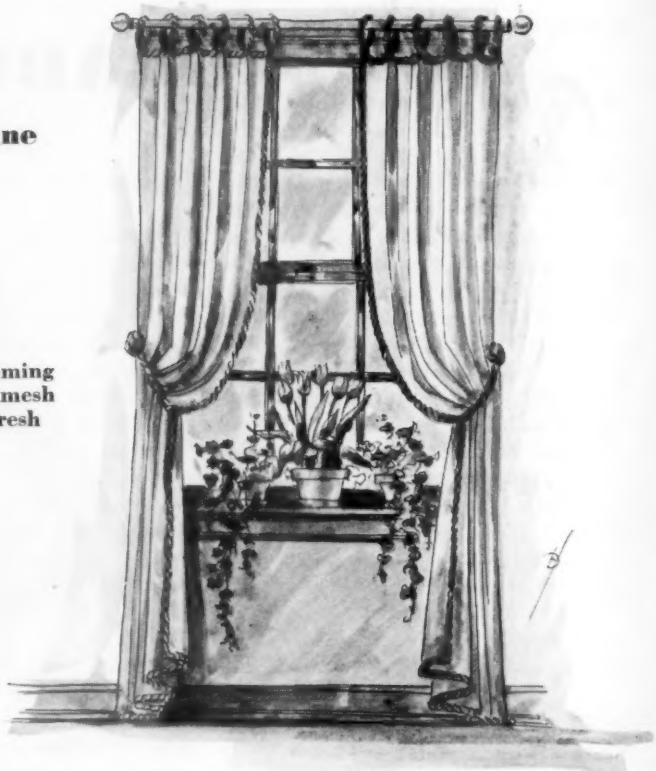
IT may be that your forsythia has already bloomed, and your tulips along the garden path, yet as you walk through the woods hunting late spring flowers a frostiness still lurks in the shadows. But don't let this little hang-over chill deter you from making plans for the house's summer garb. With the quick-slipping of these May-June days summer, with all its baking, scorching, and fun, will soon be a part of our warmer existence. Then with your house redressed, even if the thermometer soars to an unprecedented high, how delightfully and thankfully comfortable you and your family will be.

To the modern housewife summer no longer means uncurtained windows, and barren floors giving that stripped-to-the-bone look. Nor does she tolerate monotonous, monotoned slip covers with every chair boringly "twinning" its brother. Lamp shades, lighting fixtures, and pictures aren't swathed in the once ubiquitous mosquito netting. For these and all the other earmarks of a decade or so ago that so wearyingly sighed, "It's summer," do not figure in the modern mother's decorative scheme.

And why should they? Summer doesn't suggest barrenness, but rather a delightful outdoor gayety with our homes for optimistic retreats from an increasingly powerful sun. You dress yourself, your family, and your house especially for winter, so isn't it just as logical and important to redress the house in a fashion equally seasonal and appropriate to summer? Just a stripping down of curtains, putting away of rugs, and a promiscuous covering up of things is tiresome and only serves as a perpetual reminder that we *ought* to feel uncomfortable even if the weather is such that we don't.

Instead, let's be gay! If you are light-hearted in your summer decorating you are bound to be light-hearted in spirit. And the whole family in turn will respond to this new exhilaration. A *house* refreshed is a *family* revitalized—for such is the effect of our

Cable cord trimming on heavy cotton mesh is crisp and fresh



ILLUSTRATIONS

surroundings on our dispositions.

Why not start doing something definite about this seasonal metamorphosis right now? Include the children in the plans if only to ask their opinions. Then, even if you have to spend the entire season at home (like many of us), with your rubber plants instead of your favorite pines or ocean spray, you'll find that, giving the house half a chance, it is going to keep you pleasantly comfortable. Summer at home won't be the stodgy existence it used to be but a happy vacation time for all—the house included.

Now, having read this far, don't shy off with the notion that I'm going to give you a lot of highfalutin' ideas, for that isn't my intention at all. I'm just as interested, if not more so, in helping the homemaker with fewer and thinner dimes to spend, for hers is the more difficult problem. So these suggestions for a gayer and more liveable summer are workable for all.

First, inconsistent as it may sound, we are going to start our change of dress with the necessary stripping. (It isn't stripping that irks us, for that

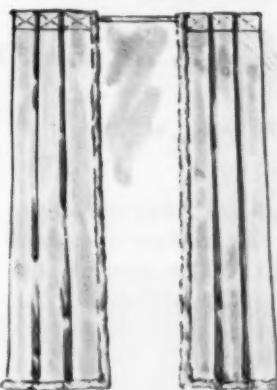
is essential to our purpose, but it's that wholesale hauling down, leaving an uninteresting exposure if that is *all* you do.) Put away, with moth balls, if you like, everything that you possibly can that has a vestige of warmth and winter. This will, of course, include your overdraperies (for even if they aren't heavy looking you probably do not want to expose them to prolonged sun and open window dust), glass curtains, velour portieres, velvet and fussy cushions, heavy table scarfs and doilies, artificial flowers (how pathetically apologetic they seem when the genuine are in view), delicate lamp shades, taffeta bedspreads, rose-colored covers, unframed photographs, those accumulated bridge-prize ornaments, and all the other miscellany of no emphatic beauty and use, as well as your warm-colored and deep-pile rugs if you can interchange them for some of cooler texture and hue.

If you stop to analyze now the things we are rightfully giving a temporary vacation, you find that they have primarily to do with *texture and color*, for these are the two cardinal differences

HOUSEHOLD HINTS

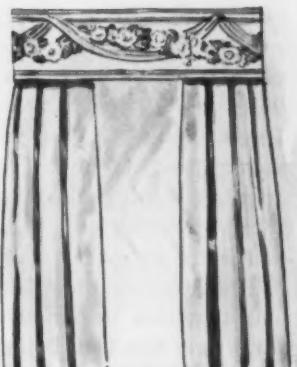


Coarsely woven plaids
with fringed finish are
cool and effective



Unbleached muslin is
negligible in cost and
cable cord becomes it

Combined with Venetian
blinds, the modern swag
adapts itself gracefully



BY H. DAVID HILL

in decorating for warm weather and for cool. *Texture*, because just as our woollies are an enveloping and welcome warmth in winter but an irritating scratchiness and heat in summer, so is a woolly or mohair sofa. Even looking at a heavy coat in summer makes you feel hot, so how can you expect to look at heavy things in the house and not feel the same way, let alone sink down in them when you want a cooling rest?

Then there's *color*, which in all the province of interior decorating is most important. For through color we control human emotions. Color is a positive force in our lives, influencing our nervous systems to such a degree that some doctors are now using color therapy in treating nervous cases. You see, all colors belong to two family groups. The group consisting of the reds, oranges, yellows, and their many variations is the stimulating, exciting family. They suggest warmth, sunlight, and activity. And whereas we need these suggestions of warmth and cheer in the winter in our homes as added stimulation, yet in hot weather,

if they are used too extensively, they actually promote nervous irritability and unrest. What we need to do, then, for summer is to turn to the other group of cool and quieting colors such as the greens, blue greens, soft blues, and the blue violets—those colors which remind us of the peace and restfulness of green foliage, blue skies, and mountain pools, colors that are soothing to jangled nerves and refreshing to tired minds.

For the most interesting and effective schemes, however, we do not use exclusively all warm or all cool colors but predominantly one or the other. This we call the harmony of contrast and it means that although we create one dominant color theme (warm or cool) we give it spice and relief by using the accents from the opposite group. For example, if you have a winter living room of warm tans, rusts, and coppery tones, you'll find that the scheme picks up decidedly in interest when you introduce a little green or blue. Vice versa, in a summer scheme of blue-green and white you will have a (*Continued on page 36*)

Still another idea is a ten-inch valance board covered with wall paper and combined with crisp theatrical gauze curtains

EDITORIAL

Summer Round-Up of the Children

by WILLIAM DeKLEINE, M. D.

THIS notice recently came over my desk: "All interested in the welfare of babies and children are requested to be present at a meeting to be held in—. The purpose of the meeting is to organize and lay plans for the 1936 observation of May Day."

May Day is not the subject of this editorial, but it is closely allied to it. Its purpose is more or less synonymous with that of the Summer Round-Up campaign sponsored by the National Congress of Parents and Teachers. May Day reminds us of the significance of child health—health for all children. The Summer Round-Up reminds us of preschool children, particularly those who are about to enter school. There is no special need for this age distinction in the family circle, but there is need for emphasis on the health and educational requirements as they relate to each age group.

In public health circles children are frequently classified as infants (babies under one year), preschool children, and school children. The health requirements for each group demand special consideration. For infants it is primarily a question of proper feeding and good nursing care. They live, to a large extent, in a protected environment.

That is not true of older children—not even of the preschool group. They begin to circulate around as soon as they are able; they make new contacts and form new associations—all of which play an important part in their development. These new associations and experiences frequently determine whether they can survive and the kind of behavior patterns they acquire. What parents do to protect and guide this younger group may be even more significant than what they do for them in later years.

The Summer Round-Up campaign calls special attention to the needs of this group. It is then that the foundations are laid for health of mind and body. It is the health habit-forming and character-building period.

School children again present other problems. Their attendance at school and other public places, their more intimate relationship with other children, and their exploration into their environment expose them to even greater hazards than the preschool group. They have numerous dental and physical defects not generally found in younger children. Habits formed in the preschool period may be altered or

become firmly fixed for life. The instruction and training given in school must be directed to the end that they will supplement or modify the results of earlier training.

It can be readily understood why school and health authorities have come to make this classification in age groups. Parents who know the reasons for this should be better able to understand what their responsibilities are and how to make practical application of that knowledge to each group. It is important, however, that they keep this age distinction in the background of the family circle. Age categories have no place in the affairs of the family. There they are just children, all belonging to the same group. This knowledge should be used in an intelligent manner for rearing children, and not for splitting up the family.

The primary objectives of the Summer Round-Up are prevention of dangerous communicable diseases through immunization; prevention of serious damage to health by the early removal of foci of infection in the teeth, tonsils, and other parts; prevention of serious consequences of eye and ear defects by proper corrective measures; prevention of malnutrition through proper eating habits and removal of defects, and the prevention of undesirable mental traits and behavior patterns through proper training.

The Summer Round-Up campaign cannot, of course, prevent all of these defects through periodic campaigns. That requires constant vigilance and effort. But it will at least stimulate an interest in that direction and encourage parents to use the measures available which will safeguard the life and health of children in this important age period.

The advance made in recent years in the conservation of child life may be attributed in part, at least, to the efforts of parent-teacher associations. The Summer Round-Up has had a definite part in this movement and in making the nation conscious of the need for special consideration of the preschool group. That work must go on until all parents grasp its significance. Parents who apply themselves intelligently to the task of guiding and protecting their children during the formative period as well as in later years will be rewarded for their efforts, for the early years are most significant in the growth and development of children.



Keeping the budget down is part of her job

*...but she can afford to make
movies of her family*



SHE is a young housewife who takes her job seriously—a good manager . . . a careful shopper. Still, she has a fascinating hobby—one that fits her business-like budget.

All the high moments of her little family's life—there are lots of them—are saved in her home movie record. Precious to her now, some day it will be invaluable. Ciné-Kodak Eight has brought it easily within her reach.

Ciné-Kodak Eight was designed for a single purpose . . . to bring home movies to people of limited incomes. It is the camera you have hoped for . . . Now exciting action records cost only a few cents each. And they are as easy to make as snapshots.

See the Ciné-Kodak Eight and the fine motion pictures it makes. Discover its economy at your dealer's today . . . Eastman Kodak Company, Rochester, N. Y.



• A new-type camera . . . a special film . . . here's the answer to low-cost movies. A twenty-five foot roll of Ciné-Kodak Eight Film runs as long on the screen as 100 feet of amateur standard home movie film. The Eight makes 20 to 30 movie "shots"—each as long as the average scene in the newsreels—on a roll of film costing \$2.25, finished, ready to show. Ciné-Kodak Eight is small, sturdy—costs but \$34.50.

Ciné-Kodak Eight . . . home movies at less than 10¢ a "shot"

In writing to advertisers, please mention The NATIONAL PARENT-TEACHER MAGAZINE

CHECKS ON YOUTHFUL ELOQUENCE

(Continued from page 7)

looking wickedly important, he looks merely foolish.

If the language expresses an inferiority complex, what seems to be indicated is to find more healthful ways of exercising the will to power. Every sensible teacher or parent does this when a child misbehaves in other ways. If a boy cuts up, we do not today turn to punishment as the only cure. Instead we ask whether his misbehavior may not be due to the fact that he cannot shine in his appointed work, say in grammar. Failing there, he may be making up by distinguishing himself as a nuisance or a tough guy. Hence the modern teacher tries first to help him master the difficulty in doing the assignment, or else as second best he tries to assist him to find other avenues down which he can shine legitimately. This calls for no little patience and sympathetic understanding. All of us want to stand well in the eyes of our world. It is doubtful whether anybody can live satisfactorily without self-respect; and one of the strongest props to self-respect is the regard which we see other people entertain for us. That is why it pays to help offenders build their self-respect on foundations of genuine importance. It is better to excel in athletics or in playing the comic parts in a school play than in getting on the teacher's nerves. If, therefore, the use of improper language is largely a way of showing how big and important one is, obviously the most lasting help will come from learning how to stand well in much more desirable fashion.

The urge to startle is especially apt to appear in young persons who feel that their earlier upbringing has been too strict. Such protests are very common today; and they come from children in good homes, in many ways highly intelligent and well-informed homes. They may lead to very serious revolts against the moral code, so grave that in comparison merely using rowdy speech is a trifle. Some parents are thankful that the revolt of their own young people has gone no further than this.

The treatment may have to take several lines. Some have already been mentioned. Another line is to bring the whole difficulty out into the light, and, of course, not in a single lecture or even several but in more than one honest, cool-headed give-and-take: "Are you aware that all this is a protest against your parents' strictness? How much of your protest is justified? How much is exaggerated? Even if it is entirely warranted, is this pose of vulgarity the only way out for you? Is it really expressing yourself to take

pride in slum-speech? Now that you are free to go your own road, is this the one that genuinely belongs to you?"

Serious discussions of this kind are not likely to be resented, especially when the children can see that their elders want to be fair and understand the other side. It pays to be generous. In such an atmosphere, moral instruction has much to offer even though modern schooling is inclined to give such direct instruction much less importance than a generation ago. Recent years have played up the child's own activities or else his subconscious promptings. Nevertheless there is good reason to believe that children are as ready to accept counsel which they can appreciate and apply as ever they were in an older day. And there is much counsel which it is worthwhile to offer. We have already referred, for example, to the underlying misconception that violent speech is of itself manly. Some children are unaware of the fact that they are really acting upon this misconception. It can do no harm to make them aware that they are doing so and to try to suggest ways to a truer strength.

Or take this matter of girls' wanting to be like the boys in their freedom.

I am writing to remind conscientious modern American women that there is one duty... growing rapidly and steadily in importance, which women cannot evade or doubt. They may not be responsible for making the clothes of the world, but they share in the responsibility of making a world that is tolerable to live in... They are needed to help mitigate and moderate the mass prejudices, racial, national, and religious, which threaten to darken and embitter the lives we all have to lead.

—Dorothy Canfield Fisher.

Here too there are at work beliefs which need clearing up. A class of senior high school girls got the benefit of a sensible talk on this current tendency, so marked in the books and plays of the age, for girls to talk like sailors. The substance of the talk was a frank comparison between such behavior on the part of modern city-bred girls with the experience of girls and women in pioneer life. It was pointed out that in pioneer days the women were far from squeamish or ultra-refined. They saw a good deal of life in the raw. Violence, death, and mating were no secrets hidden from them by civilized convention. Dirt was familiar to them. But it was, so to speak, "clean" dirt. It was the dirt that gathered around the actualities of everyday struggle for a living, sometimes of struggle for sheer survival against famine, drought, massacre. It did the pioneers no harm because it was an incident to the work-

ing out of a very real and obvious strength. Was this, the discussion proceeded, the same thing as the enjoyment of dirt for its own sake? Since frankness and honesty had come up for discussion, was it frank and honest to forget this important difference? Is the "tough bird" really tough or only funny? We have as yet no way of measuring exactly just how much good is accomplished by talks of this kind. But some young people, it still seems reasonable to suppose, do get helpful ideas set going for them.

Another instance. Admit that it is a healthy human trait to rebel against convention. Human beings are not entirely creatures of habit and custom. There are times when routine chafes and when it is a glad relief to go joy-riding. Young and old secretly sympathize with Tom Sawyer when he is fed up with the religious revival and "longs for the sight of one blessed sinful face." It is one of the reasons why children like to break the speech conventions. And it may well be that nothing will ever stop many of them from occasionally taking these flings. As every parent learns in time, there are many such escapes to which, in our present limited knowledge of human nature and its cultivation, it may perhaps on the whole be best to shut our eyes. Often loose language is only speech enjoying such a romp: "This is my day off, and I don't care a hang what anybody thinks about it."

While we are seeking better channels down which this craving can be released, we must not be too severe with these outbursts. Our wisest course is to help young people handle these impulses to wild freedom intelligently. Speech is not the only occasion where intelligent growth means control. And, to return to the matter of observing the conventions, the point may be stressed that the sanest breaking of a convention is apt to come from those who are already skilled in keeping the convention. Grace notes sound best when the players are experienced musicians who know what they are playing. The variations are more than a trifling foolish when they are introduced by the inexpert. Slang on the lips of those who already have a fair mastery of polished speech is different from slang by those who do not know the difference between what they are using and a better quality. In every field the people who are freest to take liberties with the accepted rules are the ones to whom good craftsmanship has become second nature. Not everybody is a Mark Twain. These considerations may suggest something at least worth trying to have young people think about.

THEY are not satisfied when they are told only (Continued on page 28)



Let 'Em Eat Soup

By JOSEPHINE GIBSON
Director, Home Economics Division
H. J. Heinz Company, Pittsburgh, Pa.
Maker of the 57 Varieties

WELL I know how hard it is to interest youngsters in eating. They dawdle and poke and take their sweet time. But logically enough, they're loyal to a dish when it pleases! See them clean their plates! Hear them ask for more.

So let them have a soup that's beguiling in color, that tickles their nostrils and thrills their taste. Feast them with a variety of marvelous concoctions that key up their interests and make them come running.

Let them eat soup as you want them to eat it . . . the homemade kind that brims over with goodness! Fresh vegetables, true meat stocks, cream of the richest . . . to nourish, to strengthen, to aid in their growth!

To make such soups yourself—using hand-picked ingredients—would cost a deal in money and time. Yet they're here, fully prepared, twenty-one heavenly varieties that spare you effort and toil!

From the spotless kitchens of Heinz come such soups as you would be proud to create! Heinz takes top-of-the-crop vegetables—fresher, better ones than you can usually buy at your own market. Sorts them. Washes them. Sets them to slow cooking in small copper kettles. When meats are called for, we use only prime, Government-inspected cuts. All our cream is the richer-than-whipping-cream kind. And the Heinz method of cooking is careful brewing, constant watching, frequent stirring, and expert seasoning of small batches.

That's the way the good Heinz cooks heighten the flavor-teasing savoriness of fine home-style soups. As each batch reaches its flavor-peak, it's poured—piping hot—into stout

tins. It comes to you completely finished. All you have to do is heat Heinz soup—and serve.

Are your children "spinach-shy"? Then introduce them to Heinz cream of spinach soup. Do they know the full, racy tang of cream of tomato soup? Watch them "go for" this famous Heinz specialty! These are only two of twenty-one nourishing flavor-feasts that await them. And among the cream soups there are five other favorites: cream of celery, cream of asparagus, cream of oyster, cream of green pea and *cream of mushroom!* You will also want to try Heinz chicken noodle soup, consommé Madrilène, onion soup, mock turtle and vegetable soup. For children's lunches, bridge refreshments, as well as for family and party dinners—truly here is a taste-repertory with which to conjure!

STRAINED FOODS FOR BABY

If you have a baby in your home, ask your grocer for Heinz ready-to-serve strained baby foods. They do away with long hours in the kitchen. The ten varieties are: strained vegetable soup, peas, green beans, spinach, carrots, tomatoes, beets, prunes, strained apricots and apple sauce, and strained cereal. Each tin bears the Seal of Acceptance of the American Medical Association's Committee on Foods.

CHECKS ON YOUTHFUL ELOQUENCE

(Continued from page 26)

where they are wrong. They want to know just how they can do better, and they are glad to be shown. Chances to make them realize how striking good speech can be lie all around us. When Huckleberry Finn, for instance, complained that the widow's ways were too orderly for him, Mark Twain might have been content with a trite "they were too damned regular." Instead he struck a happier find when he said "too dismal regular." A feeling for juicy, picturesque words can be cultivated by calling them to attention in books, plays, conversations, and speeches, wherever we can find them.

This adjective of Huck's was a sublimation; and such finding not of mere substitutes but of the wisest modes of releasing energy is the major part of any educating entitled to the name. Anger need not vent itself in the murder which it naturally suggests. Civilized beings have learned to control the impulse to bite or to strike. Sublimating wrath by hurling a medicine ball or chopping wood has been known to save many a person from much more regretful methods of emotional release. Swearing is by no means the only recourse for people whose anger opens the gates of fluency. Here too there are sublimations. Everybody can invent them for himself like the children in *Dew on the Grass* who said, "Agony, ebony, mahogany!" Some people have learned that anger has a strange way of losing its worst consequences by merely injecting the mild degree of humor there may be in these sublimations.

Why not try understatement? A passenger in an airplane which met with an accident mentioned a happy instance where the most impressive utterance came from a man who kept a cool head and his language markedly restrained. As the plane was landing, something went wrong with the mechanism; the drop was sudden, and for a brief moment of terror a smash-up seemed likely. Several passengers shrieked; others raged and swore. One, however, remarked, "That's a way of landing, too." Some young people can understand how power can impress when it is held in reserve.

Whatever the methods, taken singly or together, our aim must be to replace a poorer habit by making a better one more attractive. Utterance can be strong without being unclean, lively without being offensive. Enough practice in vigorous, racy speech will convince those who stay at it long enough that recourse to foul or violent language can become "as necessary as another leg on a centipede."

IT'S UP TO US

What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON



Evelyn Is More Apt to Come When She Is Called

Because

She has been prepared to expect it. Most people resent unexpected interruptions when they are busy. Does Father ever pretend not to hear while finishing the article or the chapter? Does big brother ever grumble when he is called away from a game to do an errand? Does it take more time to say: "Supper will be ready in ten minutes," and then to make a second call, or to call many times before the entire family is assembled, perhaps until "she is getting mad, and we had better go" becomes the signal for re-

sponse? What about the supper hour? At Martha's, the mother comes to the table disturbed and perhaps resentful of the lack of appreciation and co-operation on the part of the family, while the others slide into their chairs, silent, with eyes downcast, braced to receive the scolding or the punishment which too frequently accompanies their meals. . . . At Evelyn's, they all come to the table happy and bubbling with accounts of the day's activities. A mutual feeling of respect and cooperation exists.

TWINS ARE FUN

(Continued from page 13)

through a narrow passage, or when one tries to climb into a space already amply filled, their indignation is loud and unrestrained. The sight of one twin trying vainly to squeeze beside his brother on a chair hardly large enough for one recalls the old question as to how many angels can stand on the point of a pin.

Compensating for the additional attention requisite for two babies is the advantage of their always having a playmate. Two active toddlers loose in a house could wreak tremendous damage, but the twins' activities are confined to their nursery and the screened porch. As a special treat they are sometimes allowed elsewhere in the house, but they play happily in their own quarters. This restriction, I firmly believe, preserves the sanity of the mother of twins. To be sure, their nursery, stripped of rugs, bureau covers and lamps, looks more like a gymnasium than the colorful room I had planned, and guests arriving during the outdoor play hours must pick their way through a toy-strewn porch, but the rest of the house remains orderly and peaceful. The twins' day runs from six to six, with a three-hour rest period, leaving nine active hours. Of these, four or five are usually spent in unsupervised play together.

Because friends invariably ask if they look alike, I might say that unless their faces are close together few people can identify them. More than once, two doses of medicine have gone to one baby and none to the other. It is the more puzzling now because the "little" baby is now by several ounces the "big" baby. In temperament, however, there is a distinct difference. One takes life seriously, and the other, with a strain of Irish coming to the fore, has a charming insouciance. If something hurts, he cries only until the pain stops. Things roll off him lightly and there is mischief in his blue eyes. The other, if the doctor hurts him, for instance, cries first on account of the pain, and then continues because he feels that is no way to treat a fellow. This baby goes after things hammer and tongs and takes the bumps, while his nonchalant brother sits back and grins and waits for things to come his way.

Smaller than average at first, they grew rapidly and soon were exactly normal—a healthier and more cheerful pair hard to find. At fourteen months they both started walking of their own accord on the same day, and have been extremely active. Slow to talk, however, they have their own system of sounds and signals for each other and are not bothering much to converse with the (Continued on page 30)

Watch him grow...

HE'S A CLAPP-FED BABY

THOMAS MALEK
OF WESTFIELD, N. J.

Tommy—aged 3 months

He approves this modern idea of starting babies early on solid foods. At 10 weeks he started Clapp's Strained Wheatheart Cereal, Spinach and Carrots. Now he's having all of Clapp's strained vegetables and soups.



Tommy—aged 7 months

He doesn't give a thought to the vitamins and minerals that pressure-cooking keeps in Clapp's foods . . . He just knows they taste good. But pearly teeth, firm baby flesh, and a record of steady growth testify that he's found the foods he needs on the Clapp baby menu.



Mothers—Read this Astonishing

Story! A careful study of a group of Clapp-fed babies, in one community, has recently been made.

During this test, covering each baby's first year, a check-up and photographic record has been made at frequent intervals.

Not one baby has failed to show uninterrupted favorable progress.

FREE—a booklet containing the picture story of every baby who has completed the test to date, together with valuable information on vegetable feeding. Simply send your name and address to Harold H. Clapp, Inc., Dept. N5-36, 1328 University Ave., Rochester, N. Y.

Tommy—aged 11 months

He has gained 4 pounds and grown 2½ inches in 4 months on Clapp's foods. He agrees with doctors that the texture of Clapp's foods is ideal for babies—finely strained, smooth, yet not too liquid.

16 VARIETIES

SOUPS: Baby Soup (Strained), Baby Soup (Unstrained), Vegetable, Beef Broth, Liver Soup.

FRUITS: Apricots, Prunes, Applesauce.

VEGETABLES: Tomatoes, Asparagus, Peas, Spinach, Beets, Carrots, Wax Beans.

CEREAL: Wheatheart.

Accepted by American Medical Association and Good Housekeeping Institute



CLAPP'S ORIGINAL BABY SOUPS AND VEGETABLES



A Pleasure to HOLD!

Keeping dry and keeping cool are quite a problem for baby! Kleinert's Softex Baby Pants weigh less than an ounce and are made of sheer transparent SILK waterproofed without any rubber or latex. Softex panties in white or shell pink are both cunning and comfy, they are non-heating, retain their softness permanently, and give lasting service. Ask for Kleinert's SILK Softex Baby Pants in any good Infants' Department.

UNLESS IT'S KLEINERT'S
IT ISN'T SOFTEX!



Kleinert's
* T. M. Reg. U. S. Pat. Off.
Silk *SOFTEX
BABY PANTS

The Kind That Your Doctor
Would Buy for His Own Baby

TWINS ARE FUN

(Continued from page 29)

rest of us. We probably seem dull.

How do I manage with two babies? Every mother knows that unless her precious hours are invested carefully, her day becomes a treadmill of household and nursery tasks. The end is never in sight and there is always a little more to do than she can accomplish. The "schedule" for infant care is as important to the mother as to the child. Only by planning can baby care be facilitated.

Since the twins arrived, my domestic help usually has consisted of a girl coming in during the afternoon and staying through dinner. There is a large home to care for, as well as the babies, but I have managed to find at least two hours a day for writing, have played considerable golf, started a garden, and done some club work. My most vital time-saving factor, I have already mentioned—the diaper laundry. Next I would list the wet-wash service of the laundry where everything goes, including rugs, socks, and lingerie. Third in importance is a seven o'clock breakfast which enables me to finish the routine tidying of the house early. Incidentally, many mo-

ments may be saved by boiling the milk and the sterilizer during the breakfast time. Without a full-time maid, I have found that I most appreciate assistance at the end of the day. When the girl comes, she irons, cleans, watches the babies if I go out and, after I have bathed them, fed them, and tucked them in bed, she has dinner waiting, and stays to wash the dishes.

What is it like to have twins? It is fun. They are harder to spoil than a single child because it is physically impossible to pick each one up every time he craves attention. Neither expects to be the center of interest. There is always competition in the air, and who doesn't love a race? Are they much more work than one baby? Never having had the latter, I cannot say, but I have heard of only babies who took every minute of their mother's day. Two have done slightly less than that, and, at worst, could do no more. The milkman's bill is high, and tuition for twin college educations along about 1950 will be even higher, but it is a small price to pay for the fun of watching two golden heads close together, and hearing baby voices laugh about some joke that no one, least of all they, can ever explain.

WHEN TO IMMUNIZE AND WHY

(Continued from page 9)

rabies is accomplished only after known or suspected exposure. The vaccination consists of fourteen injections of rabies vaccine, one injection every day. The vaccine is prepared from the spinal cords of rabbits. The results, if treatment is prompt, are practically 100 per cent; if treatment is delayed, failures increase rapidly with the lapse of time between exposure and the beginning of treatment. This treatment was devised by Pasteur about 1870, and is still known by his name. Modern improvements have reduced the injections from the original twenty-four to fourteen; and killed vaccine is now used where Pasteur used vaccine merely weakened.

TETANUS Susceptibility to tetanus is universal. Until the last year or so, the only protection against tetanus, or lockjaw, was the injection of tetanus antitoxin after injuries of certain kinds. This gave immediate artificial, passive, and temporary immunity. A new product, toxoid, corresponding in principle to diphtheria toxoid, promises to give active, artificial, and relatively permanent immunity. Persons who are liable to be exposed to injuries, which may be contaminated with farm or garden soil or manure, might profitably take immunization against te-

tanus with toxoid. The physician should decide, however, whether antitoxin should be given to such a patient in the presence of an injury indicating the possibility of soil contamination.

INFANTILE PARALYSIS At this time there is no vaccination against infantile paralysis which may be considered potent or even safe.

COMMON COLDS Almost everyone is susceptible to colds at some time or other. Vaccines have been tried, and some patients and some physicians have attributed good results to them. In other instances, failure has been the result. The injections are harmless and, if advised by a physician, they may be worth trying, but too much hope should not be built upon them. If successful, the immunity is artificial, active, and probably highly temporary.

MEASLES Susceptibility to measles is universal. Patients exposed to measles can be protected by convalescent human serum administered within five days of exposure. If the attack is completely prevented, the only immunity is that from the serum, which is artificial, passive, and highly temporary (three

weeks). If the attack is not totally prevented, and mild measles result, immunity is active, natural, and relatively permanent.

CHICKEN POX This disease is so mild and of so little consequence that immunization against it is not worthwhile.

MUMPS There is no practical immunization against this disease.

MENINGITIS There is no immunization against this disease.

It would appear from the facts set forth above, that every child should be immunized against diphtheria and smallpox. This should be begun at about the age of eight months, the toxoid being given first, and the smallpox vaccination a month to six weeks later. Whooping cough vaccination may follow when the smallpox vaccination has healed. Other immunizations need not be practiced universally, but mothers should know about them, under what conditions they might be advisable, and when to consult a physician for advice, with respect to appropriate procedure under existing circumstances. In times of epidemic, the advice of physicians and public health authorities conversant with local conditions should be followed.

Immunization is the most recently developed weapon against certain of the contagious diseases, but it should not be expected to replace older established protective measures. Reporting of cases, quarantine, and sanitation are still necessary. Immunization should supplement other precautions, not supplant them.

Coming in June

Exceptional Children —and You

by Elise H. Martens

We all have a responsibility toward the exceptional child. This article, by a specialist, will help you to realize what your responsibility is, and what you can do to meet it.

They're Sixteen Already! by Elizabeth Kemper Adams

A writer with long experience with girls describes a few of the things which are being done for those at that trying age when they think of themselves as adults while their parents still think of them as children.



Often a bridesmaid but never a bride

EDNA'S case was really a pathetic one. Like every woman, her primary ambition was to marry. Most of the girls of her set were married—or about to be. Yet not one possessed more grace or charm or loveliness than she.

And as her birthdays crept gradually toward that tragic thirty-mark, marriage seemed farther from her life than ever.

She was often a bridesmaid but never a bride.

* * *

That's the insidious thing about halitosis (unpleasant breath). You, yourself, rarely know when you have it. And even your closest friends won't tell you.

Sometimes, of course, halitosis comes from some deep-seated organic disorder that re-

quires professional advice. But usually—and fortunately—halitosis is only a local condition that yields to the regular use of Listerine as a mouth wash and gargle. It is an interesting thing that this well-known antiseptic that has been in use for years for surgical dressings, possesses these unusual properties as a breath deodorant.

It halts food fermentation in the mouth and leaves the breath sweet, fresh and clean. Not by substituting some other odor but by really removing the old one. The Listerine odor itself quickly disappears. So the systematic use of Listerine puts you on the safe and polite side.

Your druggist will supply you with Listerine. He sells lots of it. It has dozens of different uses as a safe antiseptic and has been trusted as such for half a century. Remember, Listerine is as safe as it is effective. Lambert Pharmacal Company, St. Louis, Mo.



This smart cosmetic bag

FREE →
with purchase of large size
LISTERINE
This offer good in U.S.A. only

Fits into purse. Keeps powder, lipstick and other cosmetics in one place.

At your druggist's while they last

A PRINCIPAL LOOKS AT PARENTS

(Continued from page 11)

than average ability. But not to his mother. She believed her Bobbie to be one of the intellectual geniuses of the age, and as a result made herself more of a nuisance around school than any one I know. Whenever Robert received less than an A in any subject I was sure of a call from his mother within twenty-four hours. The luckless teacher who gave the offending grade was charged with (1) favoritism, (2) incompetence, (3) ignorance of Bobbie's sterling qualities, (4) dishonesty, (5) general professional debility. As a principal I denied the charges as calmly as possible, tried to convince Mrs. Arnold that her son was not being abused, and attempted to pacify her until the next outburst which was sure to follow at the next report period. Such attacks are all in the day's work for a school principal. However, that mother didn't realize what she was doing to Robert. In setting up a standard he could never attain, in hounding him for more work when he was already working harder than he should, she was undermining his confidence in himself. She was driving him in the direction of a nervous breakdown and was making his high school years four years of misery. I know of few boys who appeared more unhappy than he. It was such a shame, for he should have been taking pride and satisfaction from hard work well done and a better than average record of achievement.

If that mother would only change her tactics and would show some pleased surprise at Robert's success once in a while it would give him the confidence that he greatly needs and the joy in life that is every young person's right. Surprised approval can do wonders for a youngster. I well remember the time I cut and set up forty-three shocks of corn in one day on our Vermont farm. My father had remarked that thirty-nine was his record. So early one September morning I started out to beat that record. All day I cut and bundled and tied with feverish activity. When night came I could scarcely stand erect and every muscle ached. But when I heard my father's "What! Forty-three?" I forgot my raw fingers, the aches in my arms, and the pains in my back. I, at seventeen, had bettered my dad's record, made when he was twenty-eight. I stood a little straighter, or tried to. The temporary curvature of my spinal column made a truly military posture impossible. Yes, young people will respond wonderfully to pleased surprise.

I often wish parents would insist more strongly upon their rights as

parents. Three years ago a distracted mother came to seek my advice. "What can we do about Ann? She has her mind on pick-up dates. The other night her father told her she couldn't stay out after nine o'clock. She flared up and told him to go to hell, left the house, and didn't come back until half past four the next morning. We've told her and told her not to go but she still does." It happened that Ann was a very quiet and reasonably respectful member of our school community. But her parents were reaping the reward of years of weak management. Each September when school opens many parents come in to discuss their children's schedules. Often the contempt of the children for their

Young people need discipline and direction by their parents but they do not need persecution. "We never let Edward stay out of doors after dark." Edward is fourteen. "His father has beaten him and beaten him but it doesn't seem to do any good." It has never been known to do a boy of fourteen any good to receive a beating from his father. "We never let Alice go with boys. There's too much bad business going on among young people these days." Perhaps, but a girl of seventeen has some social rights. "We kept Fred in the house all of the time for a month except when he went out with us, but somehow he would skip out when we didn't have the door locked." From what I know of Fred I imagine his parents did have a pretty lively time. Such examples of mismanagement are more common than one would believe possible among well educated parents. A parent who is forced to resort to such measures is simply confessing that he has failed to educate his child in the fundamental fact that parents who provide for the support of their children have rights that should be respected. "Don't forget, son, that we are always short-handed on the farm," the father of a friend of mine remarked when his boy started away to school. This was his way of notifying the boy that he expected returns on his investment.

"Now, if the child is the center of all, it is obvious that the school and family should harmonize and work together towards this aim. The child being the center of all, the school must be reconstructed around his essential needs. The school must be his protector and furnish him with the means of development. The knowledge we have of the child should influence all that is done there. The important thing in the school is not the arbitrary rule laid down by the adult, but the child and his needs. In the family, the same criterion has to form the basis of the treatment of the child, and the aim, which is to set in harmony the school and the family, must be achieved by an awakening conscience. In carrying this out, we must realize the noble and lofty mission of the child himself. The child, as he grows, is creating the man on whom the future of humanity depends. The place where all this can be realized is the preschool. It is here that the child can be helped toward this evolution. Thus we can arrive at a harmonious union in the service of the needs of the child both in the home and in the school. Therefore we can see that the question of the little child lies at the very root of the social problem."—Dr. Marie Montessori.

parents is painful to witness. "What do you know about it?" flashed one sophomore boy at his father when the senior member of the household ventured an opinion on the election of subjects. "Oh, shut up!" this from a girl of fourteen to her mother. In such cases it is all too clear that there is no force of character in the parent that a child could respect.

Often in such cases the parent seeks to make up in senseless severity as the age of adolescence approaches for earlier neglect or weakness. A war always results and both parties to the war are the losers.

I WISH parents would leave their children something to work for. Most of them do, from necessity, but where there is wealth in the family or where an only child receives all of the attention of the parents, what a mess they sometimes make! John Ferguson stands in my mind as a symbol of the child who has had too much done for him.

I knew John during my first year in private school teaching. His father was a Chicago millionaire. His mother lived in Vermont. John was an intelligent and pleasant lad, but was completely bored by life. He had traveled around the world with a private tutor. He had summered at Newport and wintered at Palm Beach. Servants, luxurious cars, a family yacht, and other accessories of wealth were his by right. In the two years I knew him I can scarcely recall an occasion when he showed even a flicker of the interest in life normal to boys of his age.

Children and adults should have something to live for, something to work for, something that makes life vivid and colorful. A trip to Europe can be a motivating force through twenty years of adult activity. A camera given to a boy at the age of six will be cursorily examined, tinkered with, and thrown aside; but a camera deferred until, say, the twelfth Christmas and given after a desire for

it has been aroused will unloose a flood of experimentation that will add to the knowledge and enjoyment of the lucky boy who has not received it too soon.

One would think that any parent would recognize the disastrous effects of favoritism between children. Yet a school man often sees exhibitions of it in its worst form, and in the presence of the children concerned. "We never have had any trouble like that with James"—this for the benefit of Ernest, the third party to our conference. "You know, Bill isn't the student Bert is." "Betty will always do as we wish, but Sue . . ." Such remarks, and they have been common in my experience, will take the heart out of any child and turn him against his parents.

Many times I have been amazed at the keenness with which young people perceive the beauty of nature, of music, and of literature. I have often been disheartened at the indifference of their elders. "I'll buy the art supplies if you say I have to, but the course isn't worth thirty cents." Thirty cents worth of beauty isn't very much. I believe the poorest art work imaginable would be worth that much. Yet some parents give grudgingly this slight opportunity.

Last year while reading some questionnaires I came across one that I still keep. The question was, "Who of all the people of your acquaintance most nearly represents your ideal, and why?" Joyce, a senior girl of rare charm and ability, replied, "My mother. If I can be as wise and sweet, as patient and understanding as she, I shall be a success. I hope to have six children and to do as much for them as my mother has done for her four."

I wonder what principles that mother followed.

• • •

Vassar College announces that the Summer Institute of Euthenics will be held at Poughkeepsie, New York, July 2 to August 13. This institute was established in 1926 in order to give college men and women an opportunity to study problems in present-day living. "Some want to learn to live with more satisfaction and effectiveness through better understanding of themselves and of human relations. Others want to deal more effectively with the family environment. Still others seek help in equipping their children for useful and satisfying lives. Nearly all want to know what are the main currents in the swift running stream which is changing in some measure the development of our civilization."

The Institute offers a program of study, lectures, discussions, and individual conferences with specialists. It is a program of particular interest to parents, teachers, social workers, and parent educators.

"Banana Milk Shake?

You bet
I like it!"



**So easy to make
even a child
can do it**

Slice or break 1 fully ripe banana (yellow skin flecked with brown) into medium mesh wire strainer. Press thru strainer with spoon. Add 1 cup cold milk and shake in a drink mixer or fruit jar. Serve cold. Makes one large glassful—and is it good! Try it today.

*A happy combination
of flavor and goodness*

IT'S A DRINK that "has everything"—minerals, vitamins, all the virtues of ripe bananas and milk together. Plenty of good solid nourishment, and a rich mellow flavor that children adore—it makes them drink their milk like little angels! And so digestible, even a baby can take it. In fact, mashed ripe bananas were one of the first solid foods fed the famous Dionne quintuplets.

So let your children have Banana Milk Shake—they like it, it's good for them, and easy for you.

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FRUIT DISPATCH COMPANY *distributors of UNITED FRUIT BANANAS*

THE PLEASANT LAND OF COUNTERPANE

(Continued from page 18)

your milk, a marshmallow bobbing around on top of your cocoa, or a luscious new dessert on your tray. If some member of the family buys a bottled soft drink, save the bottle and some hot afternoon present it to your daughter filled with orange juice which has been in the refrigerator since early morning. If you are living in a warm climate, as I am at present, and if your patient is unable to bathe herself, delay the bath until around three o'clock or until shortly after the hottest point of the day. Otherwise, although an early morning sponge is refreshing, by the middle of the morning the patient will be feeling—as well as looking—like a wilted flower.

Holidays and birthdays are especially difficult days for youthful invalids as they must feel "left out" to some degree no matter how much extra attention is showered upon them. I shall never forget the one Christmas I spent in bed. My bed, at that time, faced a high chest of drawers. Donald, my younger brother, spent an afternoon in the woods—we lived then in a small town—and returned with an evergreen tree for which he made a standard. It stood on the chest of drawers, the standard covered with cotton batting over which "sparkly-snow" was sprinkled and was thickly covered with "icicles," tiny silver balls, and small blue and white lights. At night I would lie in the darkened room gazing at it and often falling asleep while so doing. My Christmas dinner was served on a deep yellow grill plate (handy plates for any one with a contagious disease as they eliminate several dishes, beside positively identifying the plate and thus preventing the spread of contagious disease germs). The mashed potatoes were an igloo, my cranberries took the form of a cranberry salad, my ice cream was a Santa Claus! Presents? Too numerous to mention, except to say that I never realized how many useful and inexpensive gifts can be purchased for a sick young lady. Everything from a colorful band for her hair to a Girl Scout ring—if the patient is a Scout.

On a birthday it is always a variation from routine if the patient is allowed to choose her own birthday dinner, composed, of course, of her favorite dishes.

Patriotic celebrations, such as the Fourth of July, can be shared with the invalid to some extent. A blue napkin on a white tray, a veal bird with tomato sauce over it, mashed potatoes, a "flag salad," and an individual open-faced cherry pie, with a bit of whipped cream, on top of which is shredded cocoanut dyed with cake coloring—what girl would not exclaim at such

a tray? The "flag salad" is made by putting white cream cheese into gelatine. When firm, the salad is cut into oblongs, a blue field marked off in the upper left-hand corner, and dotted with thirteen white bits of cheese; while red stripes of cake coloring are painted on with a small water color brush. A red, white, or blue stick of candy makes a perfect "flagpole" if laid next to the salad on the left side. And of course the night fireworks can be set off outside the young patient's window.

Trays for St. Patrick's Day, Easter, Thanksgiving, and other holidays may be completely transformed by a little thought and very little extra work (according to my mother!).

Often circumstances leave a patient alone with her own company and that is bad for it is likely to lead to self-pity. Even older children find feline or canine companionship desirable at times. Of one thing make sure before admitting cats or dogs to the sickroom, and that is your doctor's complete approval. Dad permitted Night, a large, coal-black cat, and Dawn, a tiny gray and white kitten, to drink milk from a small pan on my window ledge but our doctor tabooed their presence in my room. Dawn had to be lifted to the sill but Night could easily jump for her share of the milk. However, even these two pets could not satisfy my longing for a dog and finally, through the assistance of a man at the dog-pound, Dad procured a dachshund puppy. If you find the pound keeper a seemingly humane and reliable man—as we did—this is an inexpensive way of procuring a dog. There are generally many puppies who would be only too glad of a pleasant home and a kind mistress to love them.

Shrilling orders at a dog, or going to the other extreme of letting him ruin the house—and every one's temper—is as harmful to the dog as to you. So be prepared, if you purchase a young puppy that is not "house-broken" and must be taught to stay in your yard, to spend long hours training him. This task requires a maximum amount of patience on your part but if your daughter is as grateful as I was for the time spent on my "Brownie," you will be well repaid. And I did derive so much pleasure in teaching him to sit down and speak for the small pieces of puppy biscuit which were always in the corner of my tray!

And may these ideas solve some distract mother's problem of how to keep a normally active, teen-age girl happy during confinement in a sickroom.



Popular Priced Summer Styles

When you need underwear for children from ages 1 to 16 years, ask for Nazareth, the kind which for fifty years has satisfied millions of mothers.

The children will like the modern styles and you will like the fine quality at moderate prices.

Nazareth makes infants' shirts and panties; children's waist suits with elastic back or button back; boys' athletic shirts with abbreviated knitted trunks to match. Polo shirts for boys, loop neck or Talon front, in white, maize and blue knitted fabrics.

If your dealer cannot supply you, write for illustrated catalog.

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366 B'way, Dept. N, New York
Mills at Nazareth, Pa.



*Write for
Catalog*

A-B-S-O-L-U-T-E-L-Y FREE

(Continued from page 16)

many weeks she had been imprisoned and to be carried on the waves of the air into the homes and the lives of all these people of the dial who were made to seem so real. Therefore, to turn off the radio with a pleasant but determined "You must not listen to such programs" didn't seem the correct way out. Fortunately she was able by that time to spend much time with her beloved piano, and one day we forgot about the time only to discover too late that two of the distasteful programs were over. The next day I arranged for a friend to call her over the telephone just at the hour of the most objectionable of the programs. Another day a paint book kept her occupied during the whole of that crucial hour. I turned once more to the concerts on different stations, and her interest in them—oh, blessed elasticity of youth!—was soon revived to the extent that she began to forget the other programs; for, after all, one must keep in daily touch with radio friends, or interest is bound to lapse. Thus I broke the habit of certain of the continued programs. A little wisdom—a little innocent guile—one could always direct a creative child to other interests at the critical hours of the air.

We couldn't, of course, completely escape all contests—they filtered in and disfigured even the best programs. But even there I was rewarded one day at the end of a program we had enjoyed together, when the announcer began to expound the wonders of his special contest, by seeing her with a roguish twinkle in her eye snap him off in the middle of a word. Happily for us both, she still remembered the broken tin whistle.

But I wonder how many children there are over the land listening also to these programs, clamoring and pleading for a chance to try for the precious prizes, waiting in happy hope, bewildered in unhappy disappointment. I wonder, too, how many parents—desperate for some little joy in their children's lives—would use their scanty supply of cash, needed for bread or cod liver oil, to buy the wrapper of something they do not need.

I am reminded finally of the old ditty which runs:

"Go ask your mother for fifty cents

To see the elephant jump the fence . . ."

Only instead of warning us that "He jumped so high that he touched the sky

And never came down till the

Fourth of July,"

they assure us with all suavity, "You can't lose!"

What's important, and why... in

Millinery for Milk Bottles



After bottled milk leaves the dairy, it travels for miles and stands for hours before it reaches your ice-box. Your only complete insurance against contamination or dilution lies in the right kind of milk-bottle millinery—in a bottle-top sealed on so surely that it can't possibly be tampered with by anyone without your knowledge.



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It gives you absolute certainty that you are the very first person to open the bottle.



INSIST on this Welded Wire Seal on your milk. If your dairy does not use it, write to us and we will tell you where it can be procured in your locality. The Standard Cap and Seal Corp., 1200 Fullerton Ave., Chicago, Ill.

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A Welded Wire Seal not only provides complete and unfailing protection against street dirt and other sources of contamination, but also these other important safeguards:



THE STANDARD

Welded Wire

SEAL

THE NATIONAL TRADE MARK OF BETTER MILK AND CREAM

SUMMER CLOTHES FOR THE HOUSE

(Continued from page 23)

much happier room if you use a minor portion of a lively red. Each family seems to need some member from the other group for complete satisfaction and encouragement.

NOW that we have color and texture in mind, and the house has been stripped and is ready for its refreshing garb, let's start with the windows. I hope that in most instances you will not have to use glass curtains, but if they are essential for privacy's sake, let them be as airy as possible so as not to shut out any precious breezes. The ideal combination, of course, is a Venetian blind to exclude the sun but include the breeze, and then if the window still seems uninteresting add a valance or colorful side curtain. If Venetian blinds are more than the budget can bear, we suggest as a second choice Mayfair shades (about \$2 in the metropolitan area) or bamboo shades (\$3) as very good substitutes. They, too, come in colors, and if you want a striking change you can easily paint alternate groups of the slats to make a border or horizontal stripes such as blue on a white blind. Especially practical and interesting for a sun room.

But those of us who want curtains should stick to washable materials, sunfast if possible, and perkily gay. Just for inspiration here are a few possibilities. The very open coarse cotton meshes in colors are quite prevalent in the stores and most inexpensive. (I've known of people using fish nets and dyeing them but that is a lot of work and more costly. However, a superior net offers possibilities of odd colors such as cocoa, sage green, etc.) For a very nautical effect with coarse mesh use a cable cord (about 9 cents a yard in colors) and weave it through the mesh for an edging, and also use the cord for loops if you want to tie back the curtains.

If you visit the dress goods department of your favorite store you will find no end of inspiration in the way of printed percales, colorful voiles, ginghams, and novelty cotton dress materials. Rickrack braid is a nice edging for the voiles; a one-inch bias chintz binding (6 cents a yard) in a contrasting color often sets off a percale to distinction; and there are other interesting things in the trimming department to please your fancy. Another idea is to use a coarse weave in a plaid cotton material for a living room or dining room or your summer cottage. Cut off the selvages of the goods and *fringe all four sides of each curtain*. Then fold the top of the curtain down for a valance on the outside. The only sewing necessary is



Moss fringe, diagonal braid, or contrasting weltings do wonders toward peping up last year's slip covers

across this valance near the top for the rod to slip through.

Permanent finished organdy for tie-backs is always dressy but dainty. Chintzes are delightful, as are some cretonnes and the good old stand-by of theatrical gauze. But if you want something different and negligible in cost, use unbleached muslin and edge it with colored cable cord at least as thick as your thumb. Then after you have run it across the bottom and up the side and are ready for the top, stop a bit, for here is where the "tricky" part of this treatment starts. Instead of just an ordinary heading let's try making a loop of the cord (use about 10 inches of the cord to make a loop of about 5 inches) at the edge so that if it were stiff it would stand up. Then sew the cord along the top of the curtain for a few inches and make another similar loop. Repeat this all across the curtain so that you have loops at regular intervals and slip your pole through the loops. This is an interesting and effective treatment for a material with body to it, but not so advisable for net.

You have probably seen tarlatan used, and it is jolly indeed. It is hardly good for more than one season but as it costs so very little, one doesn't generally consider that factor. Try pleating it in three-inch side pleats and edge the curtain with some nice fuzzy cotton moss fringe (8 cents a yard). Still another idea is just a swag of it thrown over a pole and coming to a graceful graduated stop part way down the window. This sort of draping is best when used in conjunction with a Venetian blind.

India prints make excellent draperies and the India print edging, about 6 inches wide on full length white organdy curtains makes an extremely smart, crisp curtain. Let this type hang straight.

Flowered cretonne stitched over your old shades is very colorful and can be used in place of curtains. Or, if your husband is handy, have him make you an eight-to-ten inch valance board (narrower if the window is very short) and cover it with a variegated flowered wall paper border. Use plain green theatrical gauze for the side curtains and you seem to have captured a breath from the garden.

Of course we could go on indefinitely about various possibilities, but we must be moving along lest we find ourselves at the end of our allotted space without having even looked at the rugs. Naturally, we all cannot afford to put away our broadloom wiltons or orientals for the summer and lay another complete set of rugs throughout the house, but perhaps we can have at least one or two.

There are so many weaves, materials, and diversified patterns in summer rugs today that it is fun to make a choice even with a limited budget. So that you may shop more wisely, consider these few high lights on the popular summer types:

Grass is about the cheapest of summer rugs and also the poorest wearing. Several seasons at the most for the best grades. But \$5 for a 9' x 12' rug isn't a too-heavy investment at that. Grass sheds at the edges, so see that the rugs are bound.

Fiber rugs, a wood pulp, wear in-

finitely better than grass and cost but little more. Judge the quality of the rug by closeness of weave and weight. Fifty pounds is a good weight for a 9' x 12' rug. Fiber isn't waterproof but it is resistant to dirt and entirely satisfactory.

Sisal, a Mexican fiber, is impervious to water. Excellent for the seashore. Comparatively expensive.

Linen is always a favorite and an all-year-round one, too. The new textures are tweed-like in appearance. A hand-knotted fringe is preferable to the sewed-on fringe. Linen rugs give excellent service and if you are in the market for one of the better summer rugs, at least have a look at them before deciding on another.

Then, of course, we have our always popular hooked rugs, rag rugs, and braided rugs. Hooked rugs are a story in themselves in that there are so many kinds. Examine them from the back for closeness of hooking. Avoid those made of knitted materials, such as stocking tops, for generally they pull out easily. In the rag rugs the plaids are very effective.

And I can't turn from rugs to slip covers, our next consideration, without saying that if you must have a congoeum rug for your living room, select a pattern that is suitable for a congoeum rug and not one trying to imitate a Chinese or oriental rug. Usually the conventionalized designs, or simple block ones, are the best.

SLIP covers for our furniture have long since been universally recognized as proper for summer, but only within recent years have they been really smart. Now in their tailored trimness it is often a temptation to use them the year round, and frequently a good solution for a shabby chair. Slip cover patterns are now available, as you may know, in all the standard chair designs and they make slip covering a really simple job. And if you choose one of the new interesting novelty cottons it can be most economical, to boot. Herring-bone weaves, piqués in white and colors, repps, linens, cretonnes, chintz, and a variety of homespun materials are all durable and when trimmed with contrasting weltings, moss fringe, double rows of braid, and the like, they are intriguing. In using cotton fabrics always allow plenty for shrinkage. With chintz, plan to have your covers dry-cleaned, for chintz loses its gloss when laundered.

Slide fasteners are good for the cushions and, incidentally, for making slip covers for sofa pillows, too.

While you are about it, why not make covers for the dining room seats? Can't you remember how uncomfortable it was to stick to that leather or be (*Continued on page 38*)



Q-127

*They'll soon
be needing
bones*

Chewing exercise tends to keep an animal's teeth in condition. This also applies to the teeth of our little human animals. Gnawing bones isn't exactly practical for children but you can give them gum to chew. There is a reason, a time and place for Chewing Gum.

TODAY . . . manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising.

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ARE RIGHT FOOD, PERSONAL CARE, DENTIST'S CARE AND PLENTY OF CHEWING EXERCISE

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Subscription rate to non-members \$1.50 a year

SUMMER CLOTHES FOR THE HOUSE

(Continued from page 37)

pricked by a warmish material? If you have already made covers of some monotonous fabric and have them all alike, why not vary them this year? Dye one or two and smarten the others with either a six-inch white fringe around the bottom, or stitching several rows of braid on the skirt. Our ever-popular moss fringe adds considerable chic if stitched along all the seams. This you can do from the outside and still have it look properly finished. One-inch white woven tape applied in chevron design down the back and on the seat also adds interest. Once you get started you'll think of some new stunt yourself, or the family will, and you will all have a lot of fun doing it.

And now that we have all these things said and done, let's have flowers floating in low bowls of water, ivy in wall brackets, a row of growing things on your kitchen sill, a fireplace banked with green leaves (in water), a few new colorful flower prints with white frames, simple white parchment shades on the lamps, and your spirits in high!

Then when Fourth of July zooms along your house will be one that will be as refreshing as a tinkling frosty drink on a parching day.

VACATION DAYS —LOSS OR GAIN?

(Continued from page 20)

in hanging around that filling station on the corner. And it's much better for Betty and the girls (and boys, too) to scratch our floors than to sneak off to some public dance hall for their swaying and gliding."

There doesn't seem to be a great deal of difference, at the present time, in the children of Mrs. Black and those of Mrs. White. But there is a great big difference in these two mothers. However, no matter what the difference, one important fact must be apparent to all of us.

It is this, mothers. There are only so many school years and vacations—for the children of us all. That day will inevitably come when there will be no more child voices through the hall, no more demands on Mother's time and love and attention. Let's not have any regrets that we did not give of ourselves gladly and generously. For in that giving we will have had our reward of happy days with our boys and girls, the earning and keeping of their friendship, and the knowledge that we have done our share in helping create fine men and women. From this creating there can be no "vacation" but there can be lots of fun.

CONGRESS COMMENTS

AT the annual meeting of the Department of Superintendence of the National Education Association, which was held in St. Louis in February, Dr. A. L. Threlkeld, superintendent of schools at Denver, Colorado, was elected president to succeed Dr. A. J. Stoddard, superintendent of schools in Providence, Rhode Island.

Mrs. William Kletzer, president of the Oregon Congress, attended the sixth annual convention of the northwest section of the American Physical Education Association, February 21-22, at Portland. She spoke on "Physical Education and the Parent."

Dr. Willard W. Beatty, for the past three years president of the Progressive Education Association and for ten years superintendent of the Bronxville Public Schools, New York, left his position on February 1 to take up his work as director of Indian education in the Department of Indian Affairs of the United States Department of the Interior.

The sixteenth annual conference of the American Society for the Hard of Hearing will be held in Boston May 26-30 at the Hotel Statler. Of special interest to parents will be the sessions devoted to problems of children with impaired hearing. It is estimated that there are in this country 3,000,000 children with some degree of hearing impairment.

In one city 14,078 children were tested and 771, or 5.4 per cent were found to be below par auditorily. The parents of 525 were notified that medical care was imperative but only 176 children received the necessary attention.

Authoritative lectures will be given at this conference on the conservation of hearing.

The Associated Country Women of the World, an international association representing seventy-five organizations of rural women in forty nations, will hold their Third Triennial Conference in Washington, D. C., the week of June 1. Delegates will spend a few additional days in and about Washington, after which there will be a post-conference tour including visits to Cornell University and to Canada before the visitors return to their own countries. Over 100 overseas guests are expected. Delegates are already assured from Australia, Denmark, Norway, Sweden, England, Germany, New Zealand, Kenya, and South Africa.

Miss Grace E. Frysinger, of the United States Department of Agriculture, is general chairman of the United States groups to the conference. The National Congress has been invited to participate.

The National Education Association will hold its annual convention at Portland, Oregon, June 28 to July 2.

Parent-Teacher Radio Forum

May 6

"*Delinquency and Its Control.*"
WILLIAM HEALY, M. D., Director,
Judge Baker Guidance Center, Bos-
ton, Massachusetts.

May 13

"*Some Youth Problems.*"
FRANK O. HOLT, Dean, Extension
Division, University of Wisconsin.
Broadcast from National Convention
in Milwaukee.

May 20

"*What of the Rural Child?*"
AGNES SAMUELSON, President, Na-
tional Education Association, Wash-
ington, D. C.

May 27

"*Rest and Sleep of Young Children.*"
ROSE H. ALSCHULER, Adviser, Emer-
gency Nursery Schools, Board of
Education, Chicago.

2:30 P.M. Eastern Daylight Saving Time
National Broadcasting Company

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the reasons why boys and girls use unsavory language? 6.
2. How may adults help their young people to avoid such a habit? 7, 26.
3. What are three ways of acquiring immunity against contagious diseases? Which is the safest of these? 9.
4. How can the home and the school work together in solving problems presented by young people? 10-11, 32.
5. What are some of the dangers of radio programs which offer magnificent prizes, "absolutely free"? 16.
6. What can we do to divert children's interest to better programs? 32.
7. What are some ways in which an older girl may be kept happily occupied when she is convalescent? 17.
8. How can a family, working and playing together, get the most out of vacation days? 20.
9. Why is it a good idea to give the house summer garb—even though the changes from its winter dress may be very slight? 22.
10. What are the primary objectives of the Summer Round-Up of the Children? 24.

THE CONVENTION as a TRAINING SCHOOL

"CHARACTER education in the home is one of the great needs in America today," said Mrs. B. F. Langworthy, National President, in discussing the program of the Fortieth Annual Convention of the National Congress of Parents and Teachers, to be held in Milwaukee, Wisconsin, May 11-15, with headquarters at the Hotel Schroeder.

The convention is planned as a training school for helping parents, leaders, and teachers to attain new ideals and objectives in the development of character in youth, that our children may be better prepared to take their place in this modern world as happy, poised, well-balanced individuals. The "Relation of the Home to Character Formation" is the convention theme about which addresses, panel discussions, forums, and conferences will center.

Among the eminent people who will be there to assist delegates with their problems is Dr. Joseph M. Artman, National chairman of Character Education. Dr. Artman will preside at the Character Education conference on Tuesday afternoon, May 12, and discuss why the home is the primary character institution, the aspects of a good home, what good character is and how it is developed.

"The Homemaker and the Happy Child" is the topic of the Mental Hygiene conference on Tuesday over which Dr. Frances Gaw, National chairman, will preside. She will tell how the home helps to keep the normal child mentally normal and whether the naughty child has a weakness of character or needs an investigation of his mental health.

The Tuesday conference on Homemaking will evaluate the progress toward the three-year program and plan the next steps to be taken in the work.

Connected also with the convention theme, "Relation of the Home to Character Formation," is Dr. Artman's Wednesday afternoon conference topic, "The Home in a Period of Social Upheaval." On that afternoon he will consider the chief factors in the stability or instability of the home, whether or not it is secure today, and what the parent-teacher association can do—conditions being what they are.

"Adventures in Cooperation" is the subject of the joint Homemaking and Home Education conference to be held Wednesday afternoon under the direction of the National chairmen of these respective committees, Miss Florence Fallgatter and Miss Ellen C. Lombard. How a family sharing pro-

gram will aid in education and character building in the home, how to plan for specific adventures in cooperation, and why good homes are essential to character building will all be explained at this meeting.

The home as an effective educational center will be discussed by Miss Lombard in her Thursday afternoon conference. Questions to be considered include: (1) what experiences in the home can be encouraged and enriched through parent-teacher Home Education committees; (2) specific methods of Home Education committees in some states that have been found successful; and (3) results of home education as seen by a schoolman.

A bit of levity is introduced by J. W. Faust, National chairman of Recreation, who will discuss "Recreation—Leaven of Home Character Building" in his conference Thursday afternoon. "Why Girls Leave Home—and Fathers Too, Sometimes," "Get Out and Crank," and "The Radio-Auto Horizon—Good? Bad?" are the topics upon which he will talk.

The State Presidents' Club Luncheon, to be held Sunday, May 10, is one of the social features of the annual convention. This year the keynote of the luncheon is "Looking Forward to Our Fortieth Anniversary." Mrs. B. F. Langworthy, National President, will give a short talk on this topic, followed by a toast of one minute's length from the president of each state Congress as to what that state looks forward to in its parent-teacher work. It is planned to hold the luncheon in the ballroom of the exclusive Wisconsin Club, a beautiful mansion of an earlier day, built by the president of one of the railways which go through Milwaukee. Mrs. W. W. Day, former president of the Nebraska Congress, will preside.

* * *

The June issue of the NATIONAL PARENT-TEACHER MAGAZINE will announce details of two important features to appear in the 1936-37 volume, beginning with the September issue: the Parent Education Study Course, directed by Dr. Ada Hart Arlitt; and the Parent-Teacher Program, outlined by a special committee under the chairmanship of Mrs. Hamilton Shaffer, Second Vice-President of the National Congress of Parents and Teachers. Meanwhile, information is available from the NATIONAL PARENT-TEACHER MAGAZINE, 1201 Sixteenth Street, N. W., Washington, D. C.



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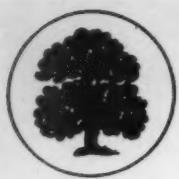
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THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

SUGGESTIONS FOR AN IMPROVED PARENT-TEACHER SERVICE TO THE SCHOOLS

Ohio

THE Ohio Education Association has recently issued a thirty-page report of the findings of a committee which has been studying the work of parent-teacher associations in Ohio schools.

In making the study, the aims were to get an honest evaluation of the service rendered to the schools by the P. T. A.'s from the viewpoint of superintendents, principals, and teachers, and to secure suggestions for improving this service.

It is believed by the committee that at least 54 per cent of the associations in the state in 1933-34 were represented by the superintendents, principals, and teachers contributing to this report. Among the reactions received were those of superintendents in seven of the ten largest cities of the state as well as those from smaller cities and villages and from one-fourth the counties of the state.

There is nothing new or startling in the report but a confirmation by the school people of things already believed by parent-teacher workers. The report is a splendid endorsement of the service now rendered Ohio schools, especially by Congress units.

The school people suggest little in the way of improved service, but consider the service now rendered both acceptable and satisfactory. Some constructive criticisms are offered and a different rating of the importance of various parent-teacher activities is given. The P. T. A. has a few faults but they are far outweighed by many virtues, according to leading Ohio executives and teachers. The committee knows of no other similar study, based entirely, as it is, on the reactions of school people themselves. As an outcome of such an evaluation, suggestions were made of ways and means for improving such service.

The following recommendations resulted:

1. In view of the splendid accomplishments of the parent-teacher association, as reported by school people, there is justification for urging local associations to affiliate themselves with the state and National organizations.

2. Local units should affiliate with city or county councils where these exist.

3. Large cities should have their own councils rather than be a part of the county council.

4. More junior high and senior high school units should be organized where agreeable to local school heads.

5. Local units should adopt and follow the by-laws of the Ohio Congress of Parents and Teachers and be influenced by the "guiding principles" of the National Congress of Parents and Teachers.

6. Means should be found to encourage the attendance of more men at the association meetings.

7. A persistent effort should be made to secure larger and more regular attendance of school patrons at meetings.

8. A tentative program for the year should be set up in advance by each local.

9. Encouragement should be given to the selection and continuous training for leadership.

10. Regular meetings of the parent-teacher association should be devoted largely to business and the presentation and discussion of activities and problems of concern to the group.

11. Entertainments sponsored by the association should not be presented at the time of the regular meetings.

12. The chief value of a well-organized and properly conducted parent-teacher association is its demonstrated power to preserve and to strengthen the faith of the people in the value of free public education.—EDGAR G. WELLER, Principal of the Roosevelt Junior High School, Springfield, Ohio.

PATRONS' STUDY GROUP FORMED AT STATE UNIVERSITY

Washington

A unique addition to the Washington Congress of Parents and Teachers is the new Patrons' Study Group organized on the University of Washington Campus by Mrs. Neil Haig, President of the Washington Congress, and Dr. Edward H. Lauer, Dean of Faculties of the University. One hundred and eighty fathers and mothers were enrolled as charter members.

Sponsored jointly by the Congress and the university, with members listed as students under the extension department, this study group has already created intense interest and enlisted the cooperation of the entire community.

Dr. Lauer explains the purpose of

the group as follows: "It is not our intention to dissect the lives and problems of students, for after all, their problems are their own. The purpose of the group is to discuss problems in home life as they affect college students of today and to plan an effective maintenance of the home influence in their lives."

"Textbooks on the subject are conspicuous by their scarcity," observes the *Christian Science Monitor* relative to the program of this group. "The first topic for study, 'What has the modern university student the right to expect from his family?', had to be answered not by academics, but by actual experience and through discussion."—MRS. HANNAH K. MEAGHER, Publicity Chairman, Washington Congress of Parents and Teachers, 1558 E. 76th St., Seattle, Washington.

STUDYING THE NEEDS OF HIGH SCHOOL STUDENTS

Kentucky

The Louisville Council of Parent-Teacher Associations, through its High School Survey committee, is undertaking to find what the young people of the city are doing, whether or not they are finding employment, what the schools are doing to adjust them to living, what the community is doing to make them feel wanted and useful. For the purpose of accurate study, of bringing together the people most concerned with youth, the High School Survey chairman has formed an advisory board composed of F. A. Archer, superintendent of Louisville Public Schools; Dr. R. A. Kent, president of the University of Louisville; members of the high school staff and of the bureau of research of the board of education; and members of the sociology department of the University of Louisville. The study is in an embryonic condition but the following statement will indicate the vision of the High School Survey committee:

In a world of changing economic and social conditions thoughtful people are asking, "What is happening to our children?" Nearly every one knows individual cases which arouse him to the problems confronting modern youth. The press and radio pour out streams of more or less dramatic, emotional jeremiads, but too little has been done to approach the problem in a fact-finding, scientific way with a

view to social action.

The parent-teacher group, occupying the place it does in relationship to the school, home, and community, is peculiarly fitted for such an undertaking. Its vital interest is the children, not to further some ulterior purpose, but for their own sakes. It is in position to bring together and integrate the efforts of groups who are interested in young people so that all can work to the end of giving to all the opportunity of living the rich, abundant life that is possible in this community, regardless of paid employment.

In this critical time, education needs the interested, aggressive support of an intelligent laity. The parent-teacher association is the natural medium to explain the schools to the public, to protect and guard the schools of today so that they can build a better world tomorrow.

This committee proposes to find out the facts about young people in Louisville; whether the high schools are fitting them for everyday living and preparing them for adjustment to the life they are soon to meet out of school; what they are doing upon dropping out or graduating; and what facilities for paid employment and creative work are available in the community.

It is the purpose of this committee to put into the hands of the Louisville Council of Parent-Teacher Associations an instrument which will enable the council to give informed, intelligent support to the educators who are trying to make our secondary schools an integral, functional part of our community.—MRS. W. G. MCCORMICK, Publicity Chairman, Louisville Council of Parent-Teacher Associations, Louisville.

RURAL HANDBOOK COMPILED

Wisconsin

Douglas County organizations have united in compiling a 1936 Handbook of Rural Organizations, covering the various agencies active in the rural sections of the county, among which are listed the Farmer's Union, the 4-H Club, the Parent-Teacher Association, the Teachers Association, Youth, and the Breeders Club.

The P. T. A. section gives a report on various county projects, such as health and scholarship, outlines a series of monthly programs, and gives information about by-laws, dues, available resources, and associations in membership.

The health project has been the major activity of the Douglas County P. T. A. for a number of years. In this project, they have been assisted by the county board, which appropriated \$1,000 for

health examinations and follow-up work for the school children of the county. They have also been assisted by the trustees of the Douglas County Disaster Fund, who contributed \$500 from this fund for follow-up work, and \$500 for dental work. Many children have been fitted with glasses under the health plan, which is, however, chiefly concerned with examinations and minor operations. Local units contribute toward the health fund, and furnish transportation for children who need to be taken to centers for examination. This year, the Douglas County P. T. A. is planning to give the children whose parents are willing, diphtheria toxoid, vaccination for smallpox, and the Mantoux test for tuberculosis.

School ground beautification has been undertaken in cooperation with the University Extension Service of Madison. The work takes the form of a contest adjudged according to blueprints which are made of the school grounds.

In its student aid program, the P. T. A. contributes to a fund providing for the maintenance of a boarding project.—Adapted from the *Rural Organization Handbook*, Douglas County. For information write to the Wisconsin Congress of Parents and Teachers, 119 Monona Avenue, Madison.

HUMAN INTEREST IN THE PROGRAM

Michigan

What would you think of a Grandmother's Night, with no one but grandmothers taking part? They really have a wealth of experience and, if you think they don't like a chance to tell it, just try them. They get a bit nervous if they haven't performed much of late, but when the first number shows a dear old lady knitting and rocking in an old-fashioned chair, it helps to give all of them confidence. You may not believe it, but our most serious problem on that program was to find a grandmother who looked old enough. So many of them look as young as their daughters. We combed the town for a real "grandmotherly" grandmother. We did let a grandfather sing a solo, and another tell a very amusing story of the week he took care of one grandchild. He almost stole the show. Every performer was a grandparent.

A son's or daughter's program might be done in some similar fashion. They might choose the subject of "Interfering Parents" and relate in interesting story and skits the practices of parents who interfere in the right way, as contrasted with those who interfere in the wrong way, and the child's reactions.

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dren on our programs which are in the evening. But if we need children to illustrate a point we use them, though never more than twice a year.

A program called "The Home Start" was made up of short skits which illustrated the importance of starting early to teach children to be helpful. Two very small tots were shown, supposedly helping Mother, but really taxing her patience by getting in the way. But Mother never let them know it. Then two larger, more experienced children were shown giving Mother a little real help. Finally, two older girls were shown baking a cake without Mother's help, while Mother got ready to go down town with them. Such a program can develop other interesting scenes and can be eye-openers to mothers and fathers.

Another idea was "Reading Is a Pleasure" which was used during Book Week. Shadow characters from books were thrown upon sheets, cardboard figures being used in place of small children, and an interesting talk was given on "Starting a Home Library," by a man who had just started one.

Our most outstanding program possibly was one called "Music Is Fun." We used children in this. The children's delight in their own musical accomplishment more than proved our premise.

Munising is quite a P. T. A. town and each unit keeps finding more and more clever ideas to keep the programs both instructive and entertaining.—MRS. HARLOW WOOD, *Munising*.

NATIONAL CONGRESS REPRESENTATIVES IN HAWAII

Since three National Congress representatives have visited Hawaii in the past year, the Hawaii Congress is beginning to believe there is some truth in the old superstition that good things come in threes. No representative of the Congress had visited the islands since Mrs. Hugh Bradford's visit in 1929 until our National President, Mrs. B. F. Langworthy, went there last June to attend the convention of the Hawaii Congress. Then in December, two other National Board members, Miss Charl Ormond Williams, School Education chairman, and Mrs. Jennie R. Nichols, Humane Education chairman, spent several days on the islands.

Miss Williams was there in her triple capacity as the official representative of three important American national organizations: the National Congress of Parents and Teachers; the National Federation of Business and Professional Women's Clubs, of which she is president; and the National Education Association, which she has served for many years as field secretary. Mrs. Nichols made the trip for

her health, which she reports was vastly improved by the justly famous climate of Hawaii. Mrs. Nichols and Miss Williams journeyed to and from Hawaii on the same boat, and appeared together at several educational meetings, speaking on the same programs in the interest of parent-teacher work.

Out of a busy schedule, Miss Williams found time to devote an entire day and evening to the work of the Hawaii Congress of Parents and Teachers, and Mrs. Nichols, in spite of her illness, found it impossible to turn a deaf ear to the many invitations she received to speak on parent-teacher work.

Some of Mrs. Nichols' statements concerning the Humane Education program of the Congress are quoted in the *Hawaii Educational Review* for February, as follows: "We believe it is right to train every child to think and act humanely; easier to cultivate good habits than to remove bad ones; cheaper to prevent crime than to cure criminals; wiser to form character than to reform it. Having pets, hobbies, parties, and playground activities are some of the situations that must be set up in the school and the home in accordance with P. T. A. objectives in humane education."

Miss Williams reports some of the high lights of her visit as follows: "I spent a day with the Hawaii Congress of Parents and Teachers, speaking at an evening mass meeting at Roosevelt High School. Here Hawaiian, Philippine, and Japanese groups furnished interesting entertainment, featuring songs by musicians of these nationalities garbed in their native dress."

The *Hawaii Educational Review* for February comments on Miss Williams' visit as follows: "The message that Miss Charl O. Williams brought to these islands, both as a representative of the N. E. A. and the P. T. A. was that parents and teachers will have to work together if anything is to be accomplished toward improving the outlook for the public school. The fight for free public education is national in scope and is everywhere drawing the home and the school into closer cooperation."

NATIONAL CAMPAIGN FOR TRAFFIC SAFETY LAUNCHED

An energetic attack on the problem of reducing highway accidents, an expanded program of traffic safety education, has been launched by the National Congress of Parents and Teachers.

Miss Marian Telford, National chairman of Safety, who is the consultant on child safety and director of field activities for the National Safety Council, is directing the new traffic safety education project.

Responsibility of the individual for improving highway safety conditions is stressed, and children, as well as their parents and teachers, are urged to assume responsibility for their highway duties as motorists and pedestrians, in the new program.

Emphasis is being placed on the seven points relating to traffic safety included in the present safety program of the Congress, outlined in the *Parent-Teacher Manual* as follows:

1. Sponsorship of standard schoolboy safety patrols.
2. Proper marking for streets approaching schools.



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3. Strict observance of laws governing minimum age for young automobile drivers.
4. Instruction in automobile driving for students in high school.
5. Cooperation with police in securing maximum protection at school crossings.
6. Support of the drivers' license law.
7. Improvement of school bus facilities.

A new pamphlet carrying suggestions for activities on these points is being distributed for the use of Congress parent-teacher associations throughout the nation.

An advisory committee appointed by the National President, Mrs. B. F. Langworthy, is working with Miss Telford in making the program effective. The committee is composed of two former National presidents, Mrs. Hugh Bradford, now National chairman of Budget, and Mrs. A. H. Reeve, now National chairman of International Relations, who initiated safety work in the Congress in 1924; Mrs. J. K. Pettengill, First Vice-President, who formerly directed the Department of Public Welfare, in which the Safety committee functions; Mrs. A. B. Shuttleworth, Director of the Department of Public Welfare; Mrs. M. P. Summers, Director of the Department of Health; Mrs. Ralph Brodie, president of the New York State Congress; and Mrs. Langworthy, member ex-officio.

A series of eleven regional conferences of state presidents was held in March and April to devise methods of promoting the project in each state. The conferences were held in Chicago, Omaha, Denver, Salt Lake City, Los Angeles, Oklahoma City, Little Rock, Atlanta, Washington, D. C., Boston, and New York.

Expenses of the traffic safety education project were underwritten by the automotive industry early this year.

MENTAL HEALTH RELATED TO MANY TOPICS

A survey of the activities carried out by Congress units in relation to mental health or mental hygiene is both stimulating and gratifying. State and local chairmen, Mental Hygiene committees and study groups throughout the country are taking a broad view of mental health as fundamental in the development of the "whole child." Consequently they are paying attention to a wide variety of subjects, and are cooperating actively and effectively with various parent-teacher committees working in fields somewhat different.

Among topics in which mental hygiene workers have interested themselves, the following may be mentioned:

1. Encouragement to school officials and other educational workers to make provision for the individual differences of children, including those who are normal as well as the subnormal or superior. Parent-teacher workers have emphasized the need for a varied instructional diet, including many subjects sometimes erroneously considered "fads and frills."

2. Active interest in the facilities for studying "problem" children. Child study departments in public schools and juvenile courts, child welfare organizations, child guidance clinics, and the new coördinating councils have all received intelligent and thoughtful attention and support from parent-teacher workers. Activity for social legislation has been reported from more than one state also as part of the program of mental health.

3. Attention to various community influences having a bearing on mental health, including radio, movies, and safety measures. More and more parents are considering such questions as the influence of radio "thrillers," and the hazards to their children of movie attendance unrestricted as to program or number of evenings a week. Wholesome recreation cannot but be linked up with mental health in children. Through these and other undertakings there have been numerous opportunities for character development, and parents interested in mental health as meaning adjustment to a world of people have not been slow to make the most of them.

Many of the above accomplishments, emphasizing to parents the need to consider matters of mental health, have come about through study groups, as a result of radio "listening groups," through reading of approved lists of books and discussions based on them. These sources of information and stimulation have, to some extent, been available to rural associations as well as to those in the cities. Mental Hygiene committee members have found especially useful the materials in the National Congress Parent Education Yearbooks, and the stimulating and fresh subject matter coming to them with each issue of the NATIONAL PARENT-TEACHER MAGAZINE. Thus matters of mental health are seen to be related, directly or indirectly, to the work of almost every committee of the National Congress.—DR. FRANCIS I. GAW, *National Congress Chairman of Mental Hygiene, Child Study Department, Seattle Public Schools, Seattle, Washington.*

YES: FATHERS ARE ALSO PARENTS

Following the article by Rolland H. Upton called "Fathers Are Also Parents," which appeared in the February issue of the NATIONAL PARENT-TEACH-



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ER MAGAZINE, the editors invited parent-teacher associations to send in accounts of what they had done to foster the interest of the fathers in the work of the association. We are glad to publish herewith the following letters received by the time this issue went to press.

Colorado

Fifty per cent of the members of the Bancroft Parent-Teacher Association are fathers and half of our regular attendance are men. Many P. T. A.'s such as the ones described in Mr. Upton's article, "Fathers Are Also Parents," gasp in amazement at our male attendance and ask, "How do you do it?"

Our success lies largely in the fundamentals laid down by Mr. Upton to stimulate the interest of the men. First of all, we have night meetings in order that they may attend. They take an active part in all legislative matters. A genial Dad greets you at the door as you enter. He is our Hospitality chairman. A man is Safety chairman and two of the fathers lead our Boy Scout Troop as Scoutmaster and assistant; our song leader and our pianist are men and often men hold office—in short, we just couldn't get along without them and they know it. They are always willing to help in any capacity from making coffee and washing dishes to heading our annual Carnival committee.

One program a year is given over entirely to the dads—then they show us mothers how a P. T. A. should really be run. And do we all have fun!! From the beginning of the business meeting until the last tired P. T. A.er reluctantly goes home, fun reigns supreme.

There is no such thing as parents not knowing their children's teachers in our school. One night each month we all gather together for a happy, educational time of fellowship with our neighbors and teachers.

The following are the reasons why our fathers are with us, as told by themselves:

1. The interchange of community friendships.
2. Interesting views of various speakers on the program.
3. They enjoy meeting and knowing the teachers.
4. The opportunity afforded for self-expression.

Yes, fathers are also parents at Bancroft and we are proud of it.—MRS. CHESTER BLACKWOOD, Publicity Chairman, Bancroft Parent-Teacher Association, Jefferson County, Colorado, Box 406, R. 2, Edgewater, Colorado.

Ohio

When I received my February NATIONAL PARENT-TEACHER MAGAZINE, I

was most interested in your article "Fathers Are Also Parents."

We have the largest elementary school in Cleveland Heights, having 790 pupils and a P. T. A. membership of 767—234 of these being fathers.

In building up this membership we have worked through the children so that they are really interested in having both their mothers and their fathers belong to the organization and to take an active part in it whenever possible even though that part may be only to come to the meetings.

We are indeed proud of our fathers. Our third vice-president is always a father and his part is to have charge of the evening meeting which is prepared especially for them, having as many as possible take part in it. The husbands of the members of the Hospitality committee greet the fathers at the door and the husbands of the members of the Social committee help to serve the sandwiches and coffee afterwards.

On one of these evenings three years ago, the men decided to put on a show in which about twenty-five fathers took part and since then, this has grown to such proportions that it has to be given at the Cleveland Heights High School. There is a small charge for this and after expenses are paid, whatever is left is given to the school for some definite purpose such as playground equipment. Thus, each father feels that the time which he has given toward the show has been well worth while as he has had a definite part in the growth of his child's school. This year sixty fathers took part in this.

From this show also has sprung the Taylor Men's Chorus which so far has a membership of twenty-five and meets every two weeks in the school. Cookies and coffee are brought by various fathers so that there is a social hour after their practicing.

We try to have one open house a year so that both parents may go to the school together and meet the teachers.

We have found that the fathers liked to be asked to help at various times so that when we need their help in any way, we feel perfectly free to ask them.

Any organization is only as strong as its weakest link and so often the fathers are that link as they do not feel that they are really needed.

We, at Taylor, could not get along without the interest of the fathers. We really feel that they have had a great part in the success of our organization.—MRS. WILFRED PAE, President, Taylor Parent-Teacher Association, Cleveland Heights.

• • •

The article "Fathers Are Also Parents" by Rolland H. Upton appearing

in the February issue of the NATIONAL PARENT-TEACHER MAGAZINE brings out some good points.

In our community we are also asked this question, "How do you get your fathers to cooperate so well and to be so active?" Our answer has always been, "Because we make them work and share the responsibility of our activities."

Our P. T. A. meetings are held in the afternoons but we have two evening meetings when the fathers take entire charge. They hold a committee meeting some weeks in advance of the P. T. A. meeting, and decide on the program and refreshments. The night of the meeting we mothers are greeted at the door by the Hospitality committee, they conduct the entire business meeting, give all committee reports, arrange for the speaker, introduce him, and they always have lots of singing by all the members. After the meeting has been adjourned they don aprons and serve refreshments which they have planned. At our last meeting even our principal helped wash the dishes. And do the fathers enjoy these meetings? *They do*—because they feel that they are really members. They never say "No" and work equally as hard as we do when we have an entertainment at school.

Mr. Upton is right—fathers are also parents.—MRS. IRENE R. GREENWOOD, *Mayfair School Parent-Teacher Association, East Cleveland.*

Illinois

A number of years ago we had an interesting and delightful Mother's Club in this community, but the members felt that it would be so fine to share our study of our "problems" with the fathers that we resolved ourselves into a P. T. A. and gave them a chance.

And they responded heartily. We elected a father as president, and have continuously kept a man in that position. They have the same privileges that the mothers have, as to places on the executive board, social committees, etc. The percentage of fathers in attendance is large. Of course you have guessed by this time that we meet evenings and always serve a cup of hot coffee and sandwiches, or cake. And we enjoy that social hour after the regular meeting with the chance to continue informally our discussion of the subject for the evening.

We are very proud of our school and our P. T. A., and will be willing to go further with our discussion of the year's program with any one interested.

The article in the February NATIONAL PARENT-TEACHER MAGAZINE by Rolland H. Upton prompted this letter to your magazine.—MRS. WILLIAM E. HAYDEN, Yorkville.

F I L M F A C T S

by Edgar Dale

During the current school year as many as 6,000 reels of 16-mm. films will be distributed among cooperating members by the film library of the University of Illinois. A total of seventy-two schools are now members of the library. Teachers interested in this successful cooperative plan will find details in the article by Russell T. Gregg, "Experiences with a State Cooperative Film Library," in the *Educational Screen* for February, 1936. Reprints may be had free of charge from Edgar Dale, Bureau of Educational Research, Ohio State University.

* * *

One major difficulty faced in eliminating double-feature programs is their popularity with audiences. This is illustrated in the results of a questionnaire put to the pupils of the John C. Fremont high school in Los Angeles. In answer to the item "Do you like double-feature programs?" 2785 students said "Yes," only 285, "No."

* * *

One gratifying feature of courses in motion picture appreciation is their popularity. Among comments from Pennsylvania high school students are the following: "The only trouble with this course is that it was too short...." "I enjoyed studying this movie appreciation course as much as I would reading one of my favorite novels. It was all so enlightening...." And perhaps most rewarding: "What I have tried to show you is, when you have finished a course such as this, the motion picture industry will unfold to you like a flower unfolds its petals to the rain, and you too will want to know more about it."

* * *

The cheapest locations for motion picture work are at military reservations. Cheapest, that is, for the producer. The taxpayer eventually foots the bill. Several alert organizations are now awake to this fact. The magazine *Variety* reports that the Junior Screen Actors' Guild, the Los Angeles Central Labor Council, and the American Federation of Labor have complained to Secretary Woodring of the War Department and Secretary Swanson of the Navy Department about the government's free granting of equipment, military bases, and personnel to private motion picture companies for the production of features such as *Annapolis Farewell*, *Shipmates Forever*, and *West Point of the Air*. Protests emphasized that studios saved tremendous amounts of money by getting the government to pay—at the expense of the public—not only for talent, but also for gasoline, sets, costumes, and equipment.



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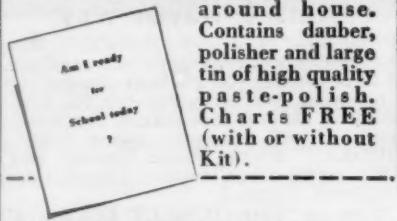
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THERE is always room for another manual in child care and feeding if it is authoritative, up-to-date, and easy to understand. These qualifications seem to be well fulfilled by Hugh L. Dyer's *YOUR CHILD IN HEALTH AND IN SICKNESS* (New York: Knopf. \$2.75).

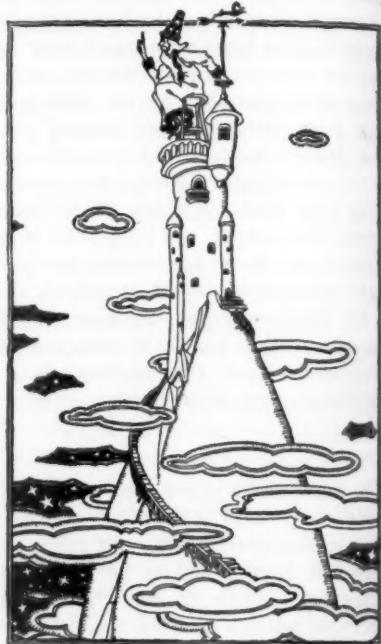
Dr. Dyer's experience and standing are evidenced by the fact that he is physician in the Children's Mercy Hospital of Kansas City, Missouri, and associate professor of pediatrics in the University of Kansas School of Medicine. He is conversant with the great progress that has lately taken place in the field of child hygiene and, in harmony with that, places his emphasis on prevention rather than on cure. Moreover, he is able to write clearly and arrange his material so that the mother, consulting his book, can at once find what she is looking for.

The book deals amply with the physical care of the child from the prenatal to the adolescent period. Notable chapters are those on mixed diet for older infants and children, posture, and the contagious diseases.

which boasts a modern library.

CARING FOR BABY

MOTHER AND BABY CARE IN PICTURES, by Louise Zabriskie, field director of the Maternity Center Association in New York City (Philadelphia: Lippincott. Cloth, \$1.50; paper, \$1), is something new in manuals for mothers in that the illustrations, made from photographs, outnumber the pages of text. This is a helpful plan because much information and advice about prenatal care and baby tending can be



WHAT PARENTS WANT TO KNOW

The subject of health is only one out of ten general topics treated in an enlightening book prepared by the staff of the Child Study Association of America, *PARENTS' QUESTIONS* (New York: Harpers. \$2).

For forty-eight years parents have been asking questions of the Child Study Association, in study groups, by mail, and in personal consultation. From the more recent requests for counsel and from the carefully thought out answers, the staff of the association has drawn the material for this book. It is representative of the perplexities and needs of the parents of the nation. Here are questions, specific but of general interest, about habit-training, discipline, health, heredity, the child's emotions, sex in childhood, character training, the relation between school and home, the child and the outside world, and parents' personal problems. The book was prepared under the direction of Sidonie Matsner Gruenberg, with the assistance of Cécile Pilpel, Josette Frank, Anna W. M. Wolfe, Zilpha Carruthers Franklin, Ruth Brickner, and Berthe Goodkind. An excellent list of books for outside reading is included. Altogether the book is a very valuable contribution to parent education and belongs in every parent-teacher association

Maud and Miska Petersham's sketch of the "Head Spotter of the Weather Makers," in Carl Sandburg's *Rootabaga Stories*

made far clearer by means of pictures and diagrams than by words.

Besides that, the material is up to the minute in the information it gives about new devices in the baby's clothing and the care of his food. A chapter to which expectant mothers will often turn is the one on "Suggestions for the Relief of Discomforts."

FROM AN OLD FRIEND

Dorothy Blake's *DIARY OF A SUBURBAN HOUSEWIFE* (New York: Morrow. \$2) is rich in chuckles and child lore, with its air of earnest maternal preoccupation lightened by the writer's firm conviction that parents are also people. Mrs. Blake is already known to NATIONAL PARENT-TEACHER readers as a writer who can make even spinach

by WINNIFRED KING RUGG

recipes vivacious. In her *Diary* she has reported in characteristically piquant style a year out of the life of the Blakes, Father, Mother, Son Artie, and Daughter Meg. She pictures a normally well-to-do community gallantly riding the rough sea of business depression, sees them finding time for family companionship, developing simpler interests, making the best of deprivations. She beautifies her pages with gardening enthusiasms, wins a homemaker's attention by scattering in some new ways of preparing meals, and deals with numberless problems of child training as they come along in the day's work. Mrs. Blake knows how to get her sense of humor on paper and, having had newspaper experience (she has been associated with the Chicago *Tribune*), she has a keen sense for captions. Witness the chapter headings: example, "No Plumbing Nor Giving in Plumbing—Well-Dressed for the Poor House—Advice to St. Peter—Hornets and Caviar."

work, bead-making, stenciling, fabric-printing, basketry, and other handicrafts in concrete forms. Other household arts described are candy-making, mending, china, and simple dyeing and cleansing.

• • •

NOW FOR CREATURES! by Shelby Shackelford (New York: Scribners, \$2), is a choice book for children to own if they live where they can see the wild life of caterpillars, butterflies, pollywogs, turtles, snails, ants—not strange but potentially interesting creatures if one looks at them with a seeing eye and has an understanding mother at hand, as did Shelby Shackelford's boy. Or, lacking a nature-artist for a mother, has Shelby Shackelford's book. Both the text and the beautiful illustrations are her work, and the "word pictures"—little poems—are by her young son, R. Douglas Cox.

• • •

BOOKS FOR YOUNG PEOPLE

It's not book news to speak of Carl Sandburg's Rootabaga stories because they have been producing chuckles and pleased surprise in children and adults ever since 1922. It is book news, however, that the complete contents of the original *Rootabaga Stories* and of *Rootabaga Pigeons* are now available in a single volume, ROOTABAGA STORIES, with the well-known illustrations that Maud and Miska Petersham made for the tales when they first appeared. (New York: Harcourt, Brace. \$2.50). Every one has a Sandburg favorite. Mine is "How the Animals Lost Their Tails and Got Them Back Traveling from Philadelphia to Medicine Hat." I think it is because I am always so captivated by the blue foxes and the yellow flongboos scritch-scratching over the stone floors into the train shed at the Philadelphia depot.

• • •

101 THINGS FOR GIRLS TO DO, by two English writers, Lillie B. and Arthur C. Horth (Philadelphia: Lippincott. \$2), encourages girls to find the thrill that comes from making something attractive and useful. The printed directions might conceivably have been put in plainer language, but any lack on the part of the text is fully supplied by the clear and copious illustrations. Things to do include embroidery, hand-weaving, leather and metal

Another nature book describes animals that children will never be able to encounter except in the form of fossils, or in pictures such as those which H. C. Millard has made to illustrate A PARADE OF ANCIENT ANIMALS, by Harold C. Whitnall (New York: Crowell. \$2).

The parade, arranged in chronological order, shows the great amphibians, the reptiles—Tyrannoagurus, Brontosaurus, and their relatives—the Giant Sloth, Saber-Tooth the Smilodon, and little Eohippus, who became the horse, and the rabbit-sized Hipoptern who became the camel. And so on.

The writer and the artist are experts in their field and have created an admirable book on paleontology for children. But may we be permitted to call their attention to a minute error? The writer gives the name of the author of the famous satiric verses about the Eohippus as Charlotte Perkins Stone, whereas the last name really was Stetson.

• • •

Another of the photographic picture books with a story, by William Clayton Pryor and Helen Stoman Pryor, takes children through the process of paper-making. In THE PAPER-BOOK (New York: Harcourt, Brace. \$1), Bill and Ann visit a mill where paper is made from rag pulp, observe some of the multitudinous uses to which paper is put, and learn about the processes of making wood pulp paper from the

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time when the trees are marked for falling to the time when great rolls of plain paper are shipped to newspaper offices. Finally the children make a sheet of paper for themselves. The whole adventure in learning is illustrated by full-page photographs.

V. E. Wyman Publishing Co. 50 cents), containing brief biographies of the signers of the Declaration of Independence, is something new in that it brings this material together within the space of twenty-three pages.

REVIEWS IN BRIEF

The latest volume of plays compiled and edited by A. P. Sanford is called ASSEMBLY ROOM PLAYS (New York: Dodd, Mead, \$2.). It contains thirteen short plays written by Mrs. Sanford's staff, intended for production in school assembly halls. Each play carries a small royalty, except—in a few cases —where no admission is charged.

Morris A. Hamilton, composer, Rachel Jane Willoughby, lyricist, and Walter J. Willoughby, artist, have united their talents to produce a group of fourteen charming songs for small children, TUNES FOR TINY TROUBADOURS (New York: Minton Balch and Putnams, \$2.50). The songs have been tested by frequent use and have been approved by musicians and educators, and by children themselves. One of their chief merits in the eyes of those last-named critics is surely the fact that they are dramatic and funny.

SOME USEFUL PAMPHLETS

SCIENCE AND THE YOUNG CHILD, prepared by the Science Committee of the Association for Childhood Education, Mary Floyd Babcock, chairman (Washington: 1201 Sixteenth Street, N. W. 35 cents), tells what can be done in teaching science in nursery school, kindergarten, and the elementary school, suggests activities and ways of making the most of a meager environment, and gives a good book list.

HIGHWAY TRANSPORTATION, prepared by the National Highway Users Conference in cooperation with the association mentioned above and obtainable at the same address, presents source material for the classroom study of highways and motor vehicles.

THE NEW DEALERS OF 1776, by Melinda C. Wyman (Painesville, Ohio:

15
ents

The American Library Association, with headquarters in Chicago, issues two valuable pamphlets, GRADED LIST OF BOOKS FOR CHILDREN, compiled by a joint committee of that association, the National Education Association, and the National Council of Teachers of English, under Nora Beust, chairman (\$1.75; 10 or more, \$1.50); also a catalogue called INEXPENSIVE BOOKS FOR BOYS AND GIRLS, compiled by the Book Evaluation Committee of the Section for Library Work with Children of the American Library Association (50 cents; 10 or more, 40 cents).

The value of creative expression in young children justifies the publication of HORIZONS by the Glencoe Public Schools. It is made up of poems and brief imaginative essays written by the children in the schools of that city, from kindergarten to eighth grade. Copies may be obtained for 40 cents by addressing the Superintendent of Schools, Glencoe, Illinois.

BULLETIN BOARD

State Congress Conventions in May, 1936

Washington.....at Tacoma, May 4-6

Wisconsin.....(combined with National Convention) Milwaukee, May 11-15

April 28-May 2—Forty-Third Annual Convention of the Association for Childhood Education, New York City.

May 3-9—National Music Week.

May 11-14—Annual Convention of the American Red Cross, Chicago, Illinois.

May 11-15—Fortieth Annual Convention of the National Congress of Parents and Teachers, Milwaukee, Wisconsin.

May 11-16—Fifty-Eighth Annual Conference of the American Library Association, Richmond, Virginia.

May 18—World Goodwill Day.

May 26-30—The Seventeenth Annual Conference of the American Society for the Hard of Hearing, Boston, Massachusetts.